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BIENNIAL REPORT OF  
THE SUPERINTENDENT OF  
PUBLIC INSTRUCTION  
OF NORTH CAROLINA  
FOR THE SCHOLASTIC YEARS  
1960 - 1961 AND 1961 - 1962

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 358

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1960-61 and 1961-62 are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1960-61

Part III—Statistical Report, 1961-62

## STATE SUPERINTENDENTS

Calvin H. Wiley.....	1853-1866
(Office Abolished).....	1866-1868
S. S. Ashley.....	1868-1871
Alexander McIver.....	1871-1874
Stephen D. Pool.....	1874-1876
John Pool.....	1876-1877
John C. Scarborough.....	1877-1885
S. M. Finger.....	1885-1893
John C. Scarborough.....	1893-1897
Charles H. Mebane.....	1897-1901
Thomas F. Toon.....	1901-1902
James Y. Joyner.....	1902-1919
Eugene C. Brooks.....	1919-1923
Arch Turner Allen.....	1923-1934
Clyde A. Erwin.....	1934-1952
Charles F. Carroll.....	1952-



# LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

December 3, 1962

*To His Excellency, TERRY SANFORD, Governor*  
and MEMBERS OF THE GENERAL ASSEMBLY OF 1963

SIRS:

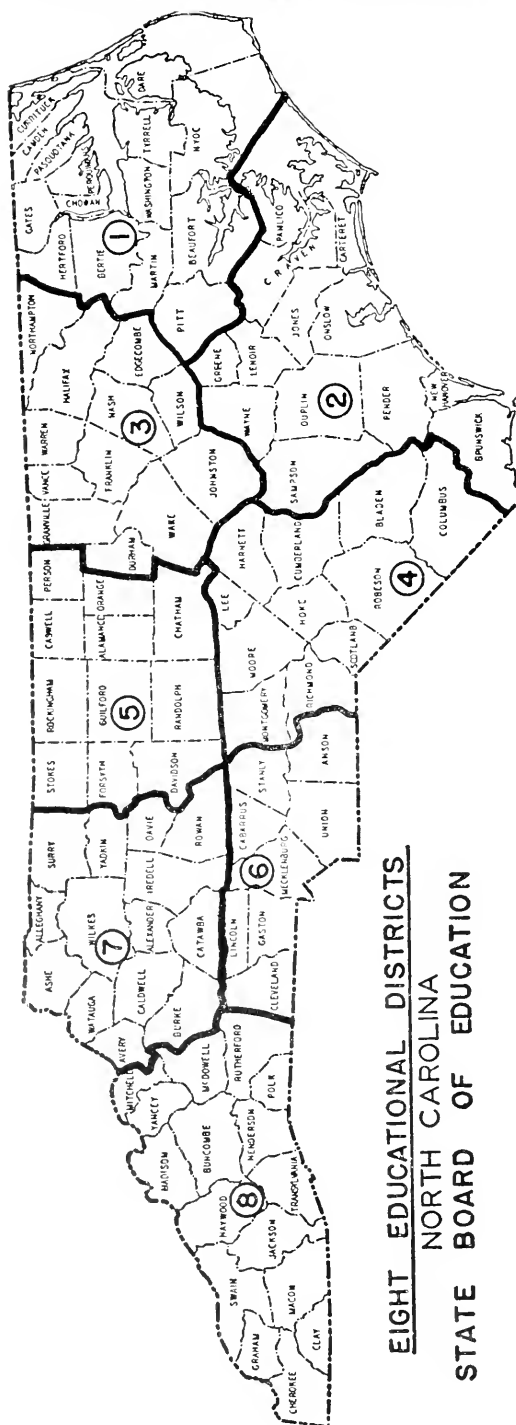
In compliance with G. S. 115-14.3, 120-12, 13 and 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report includes information and statistics about the public schools, and recommendations for their improvement.

I hope you and each member of the General Assembly will find the opportunity to read this description of our public schools in action. North Carolina, as this information shows, has made tremendous progress in many phases of its educational program. The Recommendations give some proposals which I believe will improve our schools still further. These, I commend to your earnest consideration and support.

Respectfully submitted,

A handwritten signature in black ink, reading "Chas. H. Carroll". The signature is written in a cursive style with a large, prominent "C" at the beginning and a long, sweeping underline.

*State Superintendent of Public Instruction*



**EIGHT EDUCATIONAL DISTRICTS**  
**NORTH CAROLINA**  
**STATE BOARD OF EDUCATION**

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# I

## What Agencies Administer and Supervise the Public Schools?

### AT THE STATE LEVEL

#### 1. The State Board of Education

*Authority*—State Constitution (Art. IX, s. 8.).

*Membership*—13 persons: 3 ex officio (Lieutenant Governor, State Treasurer and State Superintendent of Public Instruction) and 10 appointed by Governor (8 from 8 educational district and 2 from State at large).

*Term*—Eight years (overlapping) for appointive members.

*Meetings*—once each month. Special meetings may be set at regular meetings or called by the Superintendent with the approval of the Board Chairman.

*Powers and Duties* (G. S. 115-11) :

- has general supervision and administration of the educational funds provided by the State and Federal governments
- is successor to powers of extinct boards and commissions
- has power to divide the administrative units into districts
- appoints controller, subject to approval of Governor
- apportions and equalizes over the State all State school funds
- directs State Treasurer to invest funds
- accepts any Federal funds appropriated for the operation of the schools
- purchases land upon which it has mortgage
- adjusts debts for purchase price of lands sold
- establishes city administrative units
- allots special teaching personnel and funds for clerical assistants to principals
- makes provision for sick leave

- performs all duties in conformity with Constitution and laws, such as:

*certifying and regulating* the grade and salary of teachers and other school employees

*adopting and supplying* textbooks

*adopting* a standard course of study upon the recommendation of the State Superintendent of Public Instruction

*formulating* rules and regulations for the enforcement of the compulsory attendance law

*regulating* the conferring of degrees and *licensing* educational institutions

*reporting* to the General Assembly on the operation of the State Literary Fund

*approving* the establishment of schools for adult education under the direction and supervision of the State Superintendent of Public Instruction

*managing and operating* a system of insurance for public school property

- divides duties into two separate functions:
  - matters relating to supervision and administration excluding fiscal affairs shall be administered by the State Superintendent of Public Instruction
  - matters relating to the supervision and administration of fiscal affairs shall be under the direction of the Controller.

## 2. The State Superintendent of Public Instruction

*Authority*—Constitution (Art. III, s. 1.)

*Term*—Four years, elected by popular vote

*Duties*—(G.S. 115-14, 15):

- to organize and establish a Department of Public Instruction
- to keep public informed as to the problems and needs of the schools
- to report biennially to the Governor
- to have printed and distributed such educational bulletins and forms as he shall deem necessary for the administration of the Department of Public Instruction

- to administer the instructional policies established by the Board
- to keep the Board informed regarding the developments in the field of public education
- to make recommendations to the Board with regard to the problems and needs of education
- to make available to the public schools a continuous program of supervisory services
- to collect and organize information regarding the public schools and to furnish such information as may be required to the Board
- to inform local administrators regarding instructional policies and procedures adopted by the Board
- to have custody of the official seal of the Board and to attest all written contracts executed in the name of the Board
- to attend all meetings of the Board and to keep the minutes
- to perform such other duties as the Board may assign to him

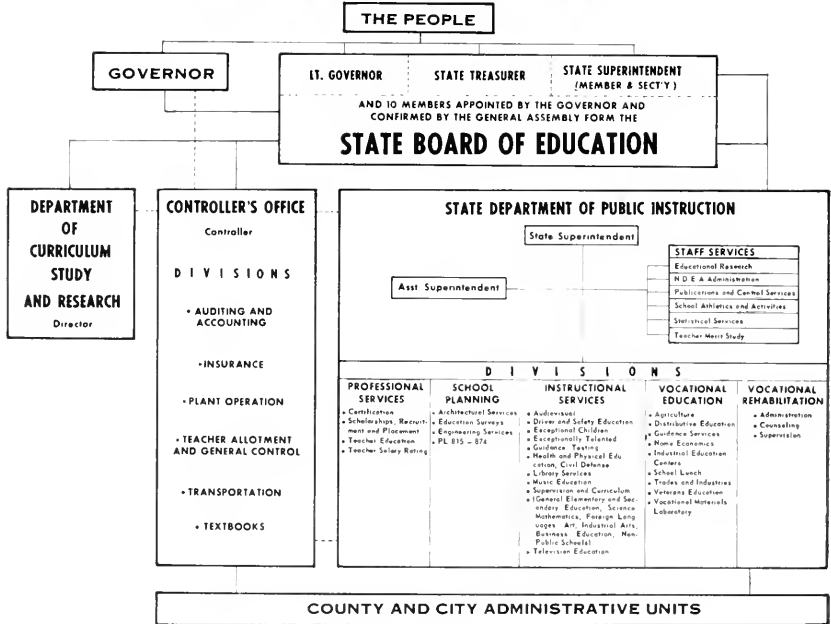
## THE DEPARTMENT OF PUBLIC INSTRUCTION:

Headed by the State Superintendent of Public Instruction, the Department of Public Instruction includes an Assistant Superintendent and other professional and clerical staff. According to functions, the staff has been organized as follows:

*Special Staff Services.* This area includes services relating to (1) publications—writing, compiling, editing, printing, and distributing—and central services—purchasing supplies and equipment, selling and distributing printed materials, duplicating, and receiving, distributing and dispatching mail; (2) educational research—planning studies, collecting, analyzing and interpreting data, and making recommendations; (3) statistical services—collecting, tabulating, and processing statistics; (4) administration of the National Defense Education Act; (5) school athletics and activities—administers regulations of the Board governing athletics in the public schools and advises with schools on co-curricular activities; and (6) teacher merit pay program—develops, formulates, and administers an experimental merit pay plan for teachers.

## ORGANIZATION CHART

State Services of the North Carolina Public Schools



*Division of Instructional Services.* This division provides services as follows: curriculum construction and revision; evaluation and accreditation of schools; general supervisory assistance in the improvement of instruction; and assistance in special areas; for example, testing and pupil classification, audiovisual aids, library and instructional materials, music, television education, safety and driver education, exceptional children, academically talented, health and physical education, civil defense, art, industrial arts, business education, and non-public schools.

*Division of Professional Services.* This division has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; administers the Teachers' Scholarship Loan Fund; and coordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.

*Division of School Planning.* This division provides architectural and engineering services for the location and erection of



new school buildings. Screening applications for State funds for school construction and making surveys are also major responsibilities of this division.

*Division of Vocational Education.* This division administers the programs in vocational agriculture, home economics, trades and industries, distributive occupations, guidance, veterans related training, school lunch program, veterans farming (under the G. I. Bill), and the program requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill. It also supervises industrial educational centers authorized by the General Assembly of 1957 and maintains a vocational curriculum laboratory.

*Division of Vocational Rehabilitation.* It is through this division that the State cooperates with the Federal Government in providing for the vocational rehabilitation of persons with disabilities and for their return to employment.

### 3. The Controller of the State Board of Education

*Authority*—Chapter 115-11.5, General Statutes of North Carolina.

*Term*—At will of Board

*Powers and Duties*—(G. S. 115-16, 17) :

The controller is the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board. "Fiscal affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds" administered by the Board.

The controller, under the direction of the Board, performs the following duties:

- maintains a system of bookkeeping which reflects the status of all educational funds committed to the administration of the Board
- prepares all forms necessary to furnish information for the consideration of the Board in preparing the State budget estimates as to each administrative unit
- certifies to each administrative unit the teacher allotment as determined by the Board

- issues requisitions upon the Budget Division, Department of Administration, for payments out of the State Treasury of funds placed to the credit of administrative units
- procures, through the Division of Purchase and Contract, Department of Administration, the contracts for the purchase of janitors' supplies, instructional supplies, supplies used by the Board, and all other supplies purchased from funds administered by the Board.
- purchases textbooks needed and required in the public schools in accordance with contracts made by the Board with publishers
- audits, in cooperation with the State Auditor, and school funds administered by the Board
- attends meetings of the Board and furnishes information concerning fiscal affairs to the Board
- employs all employees who work under his direction in administration of fiscal affairs
- reports directly to Board upon matters coming within his supervision and management
- furnishes information as may be necessary to the State Superintendent
- performs such other duties as may be assigned to him by the Board

## CONTROLLER'S OFFICE:

Duties, classified as to function, are administered through the following divisions:

*Division of Auditing and Accounting.* Makes a continuous audit, month by month, of expenditures by the local units from the State Nine Months School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the Nine Months School Fund, the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, State Literary Fund, and other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.

*Division of Plant Operation.* Has charge of plant operation as set forth in the Nine Months School Fund budget.

*Division of Insurance.* Administers the public school insurance fund which was authorized by the General Assembly of 1949 to provide insurance on school property.

*Division of Textbooks.* Has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading books in the elementary grades.

*Division of Teacher Allotment and General Control.* Applies the rules of the State Board governing applications of the local units for teacher allotments, and for allotting funds to be expended for the object of general control in the local budgets.

*Division of Transportation.* Administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

#### **4. Department of Curriculum Study and Research**

Originally authorized by the State Board of Education in November, 1957, and begun April 1, 1958, as a special Curriculum Study supported by Richardson Foundation grants, this service was set up by the 1961 General Assembly as a permanent agency under the supervision of the State Board of Education.

The general objective of this department is to provide the State Board of Education with information and recommendations needed in making policy decisions on the curriculum and other problems. In addition to this general objective, typical specific objectives are: (1) To sponsor new experiments designed to produce high-quality education in the public schools; (2) To disseminate information about new developments in education and to adapt these developments to public school needs in this State; and (3) To promote the adoption of successful new educational developments.

### **AT THE LOCAL LEVEL**

#### **1. Boards of Education**

##### *Membership and Terms—*

During the biennium there were 100 county and 73 city administrative units, ranging in size from 540 to 59,225 pupils in average daily attendance.

A grouping on this basis shows the following:

<i>Average Daily Attendance</i>	<i>County</i>	<i>City</i>	<i>Total</i>
Up to 1,500 .....	7	10	17
1,500- 2,999 .....	10	24	34
3,000- 4,999 .....	28	23	51
5,000- 9,999 .....	35	11	46
10,000-14,999 .....	11	3	14
15,000-19,999 .....	7	—	7
Above 20,000 .....	2	2	4
	—	—	—
Total.....	100	73	173

A board of education is responsible for directing and managing the public schools in each of these administrative units. County boards consist of from three to seven members, the typical number being five. Members are nominated biennially by various local methods: countywide popular vote, township popular vote, executive committee of major political party, political election (primary), non-partisan basis, legislature, and by special elections. All of these except the last one must have the approval of the General Assembly.

Terms of office of members of county boards range from two to six years.

City board membership ranges from three to twelve. Members serve from two to eight years and are named as follows: by popular vote, by appointment, and by a combination of the two. Final approval of the General Assembly is not required except for one unit.

#### *Meetings—*

“All county and city boards of education shall meet on the first Monday in January, April, July, and October of each year, or as soon thereafter as practicable.”

#### *Powers and Duties—*

It is the duty of each board of education within its respective unit:

- to provide an adequate school system unit as provided by law (115-35(a))
- to perform all powers and duties respecting public schools not imposed on other officials (115-35(b))

- to have general control and supervision of all matters pertaining to the public schools and enforce the school law (115-35(b))
- to divide its unit into attendance areas without regard to district lines (115-35(c))
- to provide for the enrollment in a public school of each child residing therein qualified by law for admission and applying for enrollment (115-176)
- to make all rules and regulations necessary governing enrollment of pupils (115-176)
- to make all rules and regulations necessary for conducting co-curricular activities, including athletics. (Interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board.) (115-35(d))
- to fix the time for opening and closing the public schools and the length of school day (115-35(e), 36)
- to provide for the efficient teaching in each grade of all subjects included in the outline course of study prepared by the State Superintendent (115-37)
- to elect a superintendent of schools and to provide him with an office, office equipment and supplies, and clerical assistants (115-39,40)
- to elect teachers, principals and other professional employees and to make needful rules and regulations governing their conduct and work, including their salaries and professional growth (115-21)
- to issue salary vouchers to all school employees when due and to purchase the necessary equipment and supplies in accordance with State contracts (115-50,52)

## 2. County and City Superintendents

Superintendents are elected by boards of education, subject to approval of the State Superintendent and the State Board.

*Term*—Two years.

*Qualifications*—Holds a Superintendent's certificate, has 3 years' experience in school work within past 10 years, and doctor's certificate showing him free of communicable disease.

*Salaries*—The State salary schedule for superintendents of county and city administrative units is based on size of unit in terms of pupil membership, and the superintendent's experience and certificate. It ranges from a monthly salary, based on twelve calendar months, of \$630 to \$1,285. Several units pay a supplement from local funds.

*Duties*—"All acts of county and city boards of education, not in conflict with State law, shall be binding on the superintendent, and it shall be his duty to carry out all rules and regulations of the board." (115-41)

The superintendent is ex-officio secretary to the board of education. (115-56) It is the superintendent's duty:

- to visit the schools, to keep his board informed as to condition of school plants, and to make provisions for remedying any unsafe or unsanitary conditions (115-56)
- to attend professional meetings (115-56)
- to furnish information and statistics to the State Superintendent (115-56)
- to administer oaths to all schools officials when required (115-56)
- to keep himself informed as to policies adopted by the State Superintendent and State Board of Education (115-57)
- to approve, in his discretion, the election of all teachers, and to present the names of all teachers, principals and other personnel to the board for approval (115-58)
- to prepare an annual organization statement and request for teachers to the State Board of Education (115-59)
- to keep a complete record of all financial transactions of the board of education and a separate record of local district taxes and to furnish tax lists with the boundaries of each taxing district (115-60,61)
- to keep a record of all fines, forfeitures and penalties due the school fund (115-62)
- to approve and sign State and local vouchers (115-64)

### 3. District School Committees

Each county board of education appoints members (three to five for each committee) to school committees of the districts. (There are no committees in city administrative units.)

*Term*—Two years.

*Meetings*—As often as business may require.

*Duties* (115-69-73) —

Each committee

- upon recommendation of superintendent, elects the principal subject to approval of the board of education
- upon nomination of the principal, elects the teachers subject to approval of the board of education and the superintendent
- upon recommendation of the principal, appoints the janitors and maids, subject to approval of the board of education and the superintendent
- in accordance with rules and regulations of the board of education, protects all school property in the district

#### 4. School Principals

“The executive head of a district or school shall be called ‘principal’.” (115-8) He is elected annually by the district committee (in county units) upon recommendation of the superintendent and subject to approval by the board of education. In city units the principal is elected by the city board upon recommendation of the superintendent.

*Duties*—

It is the duty of the principal

- to nominate teachers (in county units) to district committee (115-72)
- to grade and classify pupils and exercise discipline over the pupils (115-150)
- to make suggestions to teachers for the improvement of instruction (115-150)
- to instruct children in proper care of school property, and to report any unsanitary condition, damage, or needed repairs (115-149)
- to carry out rules and regulations of State Board regarding compulsory school attendance (115-167)

- to assign pupils and employees to the buses on which they may be transported (115-184)
- to prepare and submit plan of route for each bus to the superintendent (115-186)
- to make all reports to the superintendent (115-148,150)



## II

### How Are The Public Schools Financed?

#### SOURCES OF FUNDS

Funds for the support of the public schools come from three main governmental sources: State, local, and Federal.

STATE FUNDS appropriated to the public schools are derived from revenue obtained from the levy by the General Assembly of income taxes, sales taxes, franchise taxes, and taxes from other sources. In 1961-62 the amount and percentage from each of these sources which made up the General Fund are estimated as follows:

	<i>Amount</i>	<i>Percentage</i>
Income taxes .....	\$ 87,664,522	40.1
Sales taxes .....	76,515,168	35.0
Franchise taxes .....	17,926,411	8.2
Beverage taxes .....	10,493,509	4.8
Insurance taxes .....	8,744,591	4.0
Non-tax revenue .....	6,995,673	3.2
Inheritance taxes .....	4,153,681	1.9
License taxes .....	3,935,066	1.8
All other .....	2,186,148	1.0
Total .....	<u>\$218,614,769</u>	<u>100.0</u>

LOCAL FUNDS are derived in the main from property taxes, from the sale of bonds and notes, and from other local sources. For 1961-62 the amount and percentage from these several sources were estimated (based on actual 1960-61 data) as follows:

	<i>Amount</i>	<i>Percent</i>
Property taxes .....	\$ 69,446,925	57.9
Bonds, loans, and sinking funds .....	31,582,770	26.3
Interest, donations .....	6,760,608	5.6
Fines, forfeitures, penalties, poll and dog taxes .....	5,649,381	4.7
Intangible, beer, wine and ABC funds .....	2,937,903	2.5
Collections from pupils .....	2,132,908	1.8
Sale of property .....	1,367,908	1.2
Total .....	<u>\$119,878,403</u>	<u>100.0</u>



FEDERAL FUNDS are appropriated to the states by Congress for specific educational purposes—mainly vocational education, lunch rooms, National Defense Education, and for operating schools in defense-impacted areas. Such funds are obtained by the levy of taxes, largely on incomes, by the Federal government.

## EXPENDITURES

### Total Funds

Expenditures for public education are divided into three parts in accordance with purpose for which the funds are expended: (1) *current expense*, operation costs; (2) *capital outlay*, payments for buildings and other physical facilities; (3) *debt service*, repayment of principal and interest on bonds and notes.

Current expense for operation of the public schools is the largest portion of total annual school expenditures. The major portion of current expense comes from State funds, 76.9 per cent in 1961-62. Local funds provided 18.8 per cent, and only 4.3 per cent came from Federal funds.

CURRENT EXPENSE				
Year	State Funds*	Local Funds	Federal Funds**	Total
1934-35	\$ 16,702,697.05	\$ 2,099,556.73	\$ 451,862.29	\$ 19,254,098.07
1939-40	26,297,493.15	5,136,723.59	610,146.82	32,044,363.56
1944-45	39,465,521.35	7,265,140.48	3,357,469.23	50,088,131.06
1949-50	84,999,202.42	16,214,185.16	12,054,108.25	113,272,495.83
1954-55	122,998,428.30	25,027,038.50	7,051,801.48	155,077,268.28
1959-60	170,349,864.78	39,609,752.00	9,573,603.57	219,533,220.35
1960-61	179,747,463.64	43,923,830.49	10,059,973.97	233,731,268.10
1961-62†	227,335,129.00	47,493,150.00	10,472,580.00	285,300,859.00
CAPITAL OUTLAY				
Year	State Funds*	Local Funds	Federal Funds**	Total
1934-35	\$ .	\$ 2,890,317.99	\$ 428,593.61	\$ 3,318,911.60
1939-40	16,816.78	3,338,504.73	448,871.73	3,804,400.24
1944-45	48,538.96	1,774,531.97	3,778.17	1,826,849.10
1949-50	5,893,974.23	22,104,092.66	3,101.11	28,001,168.00
1954-55	9,194,988.86	34,449,132.59	671,151.51	44,315,272.96
1959-60	1,623,003.97	44,909,693.85	1,368,262.35	47,900,960.17
1960-61	950,071.34	50,500,816.89	2,152,606.46	53,603,493.69
1961-62†	750,000.00	52,000,000.00	2,250,000.00	55,000,000.00

\*Includes vocational, textbook, and other State funds.  
 \*\*Includes small amounts from philanthropic funds.  
 †Estimated.

Capital outlay expenditures are largely the responsibility of the local units; however, the General Assembly provided \$50,000,000 in 1949 and another \$50,000,000 in 1953 for schools plant

construction, improvement, and repairs. Federal funds have been allocated for physical facility projects in defense-impacted areas. (See table above).

Funds for debt service expenditures come from local sources. (See Page 28).

#### EXPENDITURES FOR CURRENT EXPENSE PER PUPIL IN A.D.A.

1934-35 \$25.29

1939-40 \$40.56

1944-45 \$70.24

1949-50 \$142.00

1954-55 \$171.54

1959-60 \$218.77

1961-62 \$275.41

Expenditures per pupil indicate what is spent for public education in relation to the number of pupils.

#### PER PUPIL EXPENDITURES

Year	A.D.A.	State	Current Local	Expense Federal	Total	Capital Outlay	Total
1934-35	761,433	\$ 21.94	\$ 2.76	\$ .59	\$ 25.29	\$ 4.36	\$ 29.65
1939-40	790,003	33.29	6.50	.77	40.56	4.82	45.38
1944-45	713,146	55.34	10.19	4.71	70.24	2.56	72.80
1949-50	797,691	106.56	20.33	15.11	142.00	35.10	177.10
1954-55	904,029	136.06	27.68	7.80	171.54	49.02	220.56
1959-60	1,003,455	169.76	39.47	9.54	218.77	47.74	266.51
1960-61	1,024,943	175.37	42.85	9.82	228.04	52.30	280.34
1961-62†	1,035,933	219.45	45.85	10.11	275.41	53.09	328.50

†Estimated.

### State Funds

State funds are appropriated from the General Fund for support of the nine-months term, for vocational education, for free textbooks, for State administration, and for other special purposes.

### The Nine Months School Fund

The Nine Months School Fund is allotted by the State Board of Education to the 100 county and 73 city administrative units on the basis of standards determined by the Board. These

standards consider such items as salary schedules for various classes of school employees, number of pupils in average daily attendance, size of school, and other budgetary information.

### General Control

*Salaries of Superintendents*—Determined by a State salary schedule which includes the experience of the superintendent up to a maximum of eight years and the average daily membership in the administrative unit for the year preceding each new biennium.

*Salaries of Assistant Superintendents*—Positions are allotted to the larger administrative units on the basis of the average daily membership for the year preceding each new biennium. For 1961-62 an annual salary of \$8,640 was assigned to each of these positions.

*Travel Expense of Superintendents*—Allotted in the various administrative units on the basis of the average daily membership of each school administrative unit for the year preceding each new biennium.

*Salaries of Clerical Assistants*—Allotted to school administrative units on the basis of the average daily membership of each administrative unit for the year preceding each new biennium.

*Salaries of Property and Cost Clerks*—Allotted to the 100 county administrative units for continuous inventory and cost records on the operation of school buses and other motor vehicles on the basis of the number of buses operated for the year preceding each new biennium. Salaries are determined on a State salary schedule based on experience as a property and cost clerk.

*Office Expense*—Allotted to each school administrative unit on the basis of the average daily membership of each school unit for the year preceding each new biennium.

*County Boards of Education*—Funds for the per diem and expenses of the 100 county boards of education are allotted on the basis of \$100.00 to each unit.

## Instructional Service

*Instructional Salaries*—Teaching positions are allotted to districts (a city unit considered as one district) in the administrative units on the basis of average daily attendance for the best continuous six months of the first seven months of the preceding school year, with allowance for absence due to contagious diseases, as follows:

- (1) Elementary schools—1 for 25 pupils  
2 for 45 pupils  
3 for 70 pupils  
4 for 105 pupils  
5 for 138 pupils  
6 for 171 pupils

and 1 additional for each 30 additional pupils.

- (2) High schools—1 for 25 pupils  
2 for 40 pupils  
3 for 60 pupils  
4 for 80 pupils

and 1 additional for each 30 additional pupils.

In addition to the base allotment set forth above, an additional position is allotted for each 20 positions allotted in the base allotment.

Separate allotments or positions are made to the administrative units for special education and instruction of the exceptionally talented under rules and regulations adopted by the State Board of Education.

Additional teaching positions may be allotted at the end of the first two weeks of school if the average daily attendance exceeds an average of 32 per teaching position originally allotted.

Teachers employed for State-allotted positions are paid from State funds in accordance with a State-adopted teachers' salary schedule based on education and teaching experience.

Principals are employed to fill one of the teaching positions allotted to a district (or city unit). A building principal is allowed as one of the teaching positions when the school is assigned from 3 to 7 State-allotted positions. Classified principals are allowed in the number when a school or district has been assigned 7 or more State-allotted teaching positions. Such principals are paid from State funds in accordance with a State-adopted principals' salary schedule based on teaching positions allotted, education and experience.

Positions for supervisors of instruction are allotted on the basis of size of the administrative unit. The supervisor is paid in accordance with the State-adopted salary schedule for supervisors for ten calendar months. In some instances a supervisor may be employed jointly by two or more units.

*Instructional Supplies*—An allotment is made to each school administrative unit for instructional supplies at \$1.50 per pupil in average daily membership for the preceding school year.

*Clerical Assistance in Schools*—An allotment is made to each school administrative unit for clerical assistance in schools at \$1.50 per pupil in average daily membership for the preceding year.

## Operation of Plant

Allotment of funds for operation of plant—wages of janitors and maids, water, light and power, janitorial supplies and telephone rental—is based upon the State-allotted teaching positions in each administrative unit. In the allotment of funds for fuel, however, the geographic location is considered, since fuel requirements in the eastern and southern part of the State are less than in the northern and extreme western part of the State.

## Fixed Charges

Funds for fixed charges—compensation for school employees, reimbursement for injury to school employees and tort claims—are allotted on a case basis.

- (1) Claims for medical or hospital expense in connection with injury of an employee must be approved by the State Industrial Commission. Compensation paid for loss of work due to injury is paid in accordance with a schedule approved by the Commission.
- (2) Reimbursement for injury of school pupils in connection with bus accidents is paid not in excess of \$600 in accordance with a schedule adopted by the Industrial Commission.
- (3) Tort claims are paid upon approval or award of the Industrial Commission or by the courts.

### Auxiliary Agencies

*Transportation of Pupils*—Funds for operating a minimum program of pupil transportation are allotted to the 100 county administrative units. A budget, which includes drivers', mechanics' and other employees' salaries, cost of gas, oil, tires, batteries, repair parts, other necessary supplies, and replacements, is prepared for each county unit. Student drivers are paid at the rate of \$27.50 per school month. Mechanics, gas truck drivers, and other employees are paid by the calendar month in accordance with a State-adopted salary schedule.

*School Libraries*—Funds for school libraries—books, magazines, newspapers, and supplies—are allotted to the various administrative units on the basis of \$1.00 per pupil in average daily membership for the prior year.

*Child Health Program*—Allotment to the school administrative units for the school-health program is made on the basis of \$750.00 for each county including cities and 35 cents per pupil in average daily membership for the prior school year. Ninety per cent of the school-health program funds is used for diagnosis and correction of chronic physical defects. The other ten per cent may be used for salary and travel of health personnel.

### Tables

Expenditures as to objects and items from the Nine Months School Fund for the two years of the 1960-62 biennium are shown in the accompanying tables.

**SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1960-61**  
**(Including School Bus Replacements)**

Classification by Objects and Items	White	Negro	Total
<b>A. State Aid Paid Out By Units</b>			
<b>61. General Control:</b>			
611. Salary: Superintendents .....	\$ 1,505,364.26	\$ .....	\$ 1,505,364.26
612. Travel: Superintendents .....	52,929.94	.....	52,929.94
613.1 Salaries: Clerical Assistants .....	688,085.70	.....	688,085.70
613.2 Salaries: Property and Cost Clerks .....	230,154.00	.....	230,154.00
614. Office Expenses .....	93,508.91	.....	93,508.91
615. Co. Bd. Ed.: Per Diem, Travel .....	9,990.21	.....	9,990.21
Total General Control .....	\$ 2,580,033.02	\$ .....	\$ 2,580,033.02
<b>62. Instruction Service:</b>			
621. Salaries: Elem. Teachers .....	\$ 72,344,334.49	\$31,576,546.45	\$103,920,880.94
622. Salaries: H. S. Teachers .....	24,430,679.91	8,351,570.39	32,781,650.30
<b>623. Salaries:</b>			
1. Elem. Principals .....	4,276,148.59	1,507,204.18	5,783,352.77
2. High School Principals .....	3,935,460.40	1,513,377.92	5,448,838.32
Sub-Total Inst. Salaries .....	\$104,986,023.39	\$42,948,698.94	\$147,934,722.33
624. Instructional Supplies .....	872,723.64	332,014.56	1,204,738.20
625.1 Salaries: Supervisors .....	947,517.14	252,726.41	1,200,237.55
Total Instructional Service .....	\$106,806,264.17	\$43,533,433.91	\$150,339,698.08
<b>63. Operation of Plant:</b>			
631. Wages: Janitors .....	\$ 3,613,687.39	\$ 1,168,579.24	\$ 4,782,266.63
632. Fuel .....	1,542,606.32	596,695.76	2,139,302.08
633. Water, Light, Power .....	590,452.49	192,291.72	782,744.21
634. Janitors' Supplies .....	423,672.01	157,565.00	581,237.01
635. Telephones .....	55,022.68	16,179.96	71,202.64
Total Operation of Plant .....	\$ 6,225,440.89	\$ 2,131,311.68	\$ 8,356,752.57
<b>65. Fixed Charges:</b>			
<b>653. Compensation:</b>			
School Employees .....	\$ 57,466.31	\$ 5,249.71	\$ 62,716.02
<b>654. Reimbursement: Injured Pupils</b>			
.....	2,216.99	376.09	2,592.99
<b>656. Tort Claims</b>			
.....	73,657.98	27,376.73	101,034.71
Total Fixed Charges .....	\$ 133,341.19	\$ 33,002.53	\$ 166,343.72
<b>66. Auxiliary Agencies:</b>			
<b>661. Transportation of Pupils:</b>			
1. Wages of Drivers .....	\$ 1,334,916.78	\$ 558,855.52	\$ 1,893,772.30
2a. Gas, Oil, Grease .....	800,697.82	332,366.17	1,133,063.99
2b. Gas Storage Equipment .....	5,058.88	2,341.60	7,400.48
3. Salaries: Mechanics .....	1,378,411.28	526,777.81	1,905,189.09
4a. Repair Parts, Batteries .....	685,037.67	291,443.70	976,481.37
4b. Tires and Tubes .....	323,584.86	131,633.57	455,218.43
4c. License and Title Fees .....	889.82	289.68	1,179.50
4d. Garage Equipment .....	31,866.16	8,831.08	40,697.24
5. Contract Transportation .....	17,071.63	4,465.20	21,536.83
Sub-Total (1-5) .....	\$ 4,577,534.90	\$ 1,857,604.33	\$ 6,434,539.23
6. Major Replacements .....	1,993,669.09	764,753.91	2,758,423.00
7. Principals' Bus Travel .....	44,144.99	18,574.48	62,719.47
Total Transportation .....	\$ 6,615,348.98	\$ 2,640,332.72	\$ 9,255,681.70
662. School Libraries .....	398,201.99	139,685.75	537,887.74
664. Child Health Program .....	278,410.46	146,671.71	425,082.17
Total Auxiliary Agencies .....	\$ 7,291,961.43	\$ 2,926,690.18	\$ 10,218,651.61
Total Paid Out by Adm. Units .....	\$123,037,040.70	\$48,624,438.30	\$171,661,479.00
<b>B. State Aid Paid Direct:</b>			
Curriculum Study, Printing, and Surety Bond Premiums .....		\$	8,394.09
Total Support of Public Schools .....			\$171,669,873.09



**SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1961-62**  
**(Including School Bus Replacements)**

Classification by Objects and Items		White	Negro	Total
<b>A. State Aid Paid Out By Units</b>				
<b>61. General Control:</b>				
611.1	Salary: Superintendents	\$ 1,929,141.96	\$	\$ 1,929,141.96
611.2	Salary: Asst. Superintendents	342,272.96		342,272.96
612.	Travel: Superintendents	52,989.25		52,989.25
613.1	Salaries: Clerical Assistants	802,276.55		802,276.55
613.2	Salaries: Property and Cost Clerks	330,088.19		330,088.19
614.	Office Expenses	112,359.88		112,359.88
615.	County Boards of Education	9,974.66		9,974.66
Total General Control		\$ 3,579,103.45		\$ 3,579,103.45
<b>62. Instructional Service:</b>				
621.	Salaries: Elem. Teachers	\$ 91,711,531.25	\$40,169,618.13	\$131,881,149.38
622.	Salaries: H. S. Teachers	32,170,911.45	10,949,795.20	43,120,706.65
623.	Salaries:			
1.	Elem. Principals	5,503,175.87	1,936,341.86	7,439,517.73
2.	H. S. Principals	4,556,669.87	1,820,450.69	6,377,120.56
Sub-Total Inst. Salaries		\$133,942,288.44	\$54,876,205.88	\$188,818,494.32
624.	Instructional Supplies	1,170,798.18	469,227.75	1,640,025.93
625.1	Salaries: Supervisors	1,424,342.82	348,384.50	1,761,727.32
627.	Clerical Assistance in Schools	1,188,444.12	443,970.68	1,632,414.80
Total Instructional Services		\$137,725,873.56	\$56,129,788.81	\$193,855,662.37
<b>63. Operation of Plant:</b>				
631.	Wages: Janitors	\$ 4,189,463.03	\$ 1,396,509.67	\$ 5,585,972.70
632.	Fuel	1,593,743.69	589,053.05	2,182,796.74
633.	Water, Light, Power	885,370.74	298,153.71	1,183,524.45
634.	Janitors' Supplies	471,908.23	191,573.46	663,481.69
635.	Telephones	55,936.11	17,155.74	73,091.85
Total Operation of Plant		\$ 7,196,421.80	\$ 2,492,445.63	\$ 9,688,867.43
<b>65. Fixed Charges:</b>				
653.	Compensation:			
	School Employees	\$ 54,545.85	\$ 9,633.44	\$ 64,179.29
654.	Reimbursement: Injured Pupils	4,212.45	1,079.25	5,291.70
656.	Tort Claims	107,957.90	39,841.52	147,799.42
Total Fixed Charges		\$ 166,716.20	\$ 50,554.21	\$ 217,270.41
<b>66. Auxiliary Agencies:</b>				
661.	Transportation of Pupils			
1.	Wages of Drivers	\$ 1,498,887.33	\$ 628,357.16	\$ 2,127,244.49
2a.	Gas, Oil, Grease	826,324.18	348,376.26	1,174,700.44
2b.	Gas Storage Equipment	1,826.95	479.56	2,306.51
3.	Salary: Mechanics	1,591,657.32	603,286.66	2,194,943.98
4a.	Repair Parts, Batteries	689,369.10	309,647.29	999,016.39
4b.	Tires and Tubes	328,187.69	132,397.01	460,584.70
4c.	License and Title Fees	905.43	261.57	1,167.00
4d.	Garage Equipment	18,672.81	5,442.96	24,115.77
5.	Contract Transportation	18,099.80	4,931.30	23,031.10
Sub-Total (1-5)		\$ 4,973,930.61	\$ 2,024,179.77	\$ 6,998,110.38
6.	Major Replacements	1,855,907.67	837,296.40	2,693,204.07
7.	Principals' Bus Travel	45,126.23	18,888.34	64,008.57
Total Transportation		\$ 6,874,958.51	\$ 2,880,364.51	\$ 9,755,323.02
662.	School Libraries	787,687.94	303,425.46	1,091,113.40
664.	Child Health Program	280,407.78	147,021.23	427,429.01
Total Auxiliary Agencies		\$ 7,943,054.23	\$ 3,330,811.20	\$ 11,273,865.43
Total Paid Out By Units		\$156,611,169.24	\$62,003,599.85	\$218,614,769.09
<b>B. State Aid Paid Direct:</b>				
Study Committee, Printing, and Surety Bond Premium				5,232.59
Educable Handicapped Children Program				3,048.00
Exceptionally Talented Children Program				8,545.24
Total Support of Public Schools				\$218,631,594.92

## Local Funds

Local funds are used to supplement the State current expense budget and to add to that budget in the form of other items (See page 19).

Except for the 1949 and 1953 State building funds and for Federal funds allotted to impacted areas and under the NDEA program, capital outlay budgets have been the responsibility of local governments. Debt service budgets have always been the responsibility of local governments.

Local units have gradually increased participation in the provision of funds for current expense.

### EXPENDITURES FROM LOCAL FUNDS

Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	\$ 1,950,306.27	\$ 942,409.63	\$ 5,709,358.57	\$ 8,602,073.87
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.33
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1949-50	16,214,185.16	22,104,092.66	5,900,230.03	44,218,507.85
1954-55	25,027,038.50	34,449,132.59	9,724,321.99	69,200,493.08
1959-60	40,687,211.00	50,674,846.37	18,252,497.21	109,614,554.58
1960-61	43,923,830.39	50,500,816.89	18,500,000.00	112,924,647.28
1961-62†	47,493,000.00	51,000,000.00	18,500,000.00	116,993,000.00

†Estimated.

### III

## How Are the Schools Organized? What Facilities Are Available? How Many Children Are Enrolled? How Well Do Children Attend? How Many Students Graduate from High School and What Becomes of Them?

### NUMBER OF SCHOOLS

#### Elementary Schools

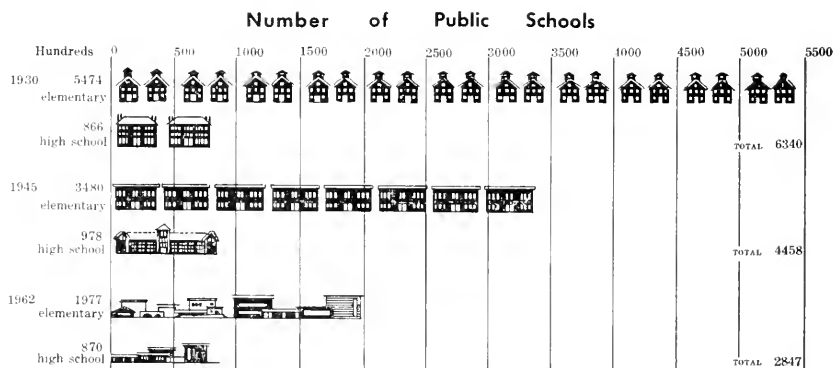
The first eight years of the twelve-year program constitute the elementary schools. There were 1,977 schools of this kind in 1961-62. There is a tendency for the number of small schools to decrease as new modern buildings are constructed.

NUMBER OF PUBLIC ELEMENTARY SCHOOLS							
WHITE AND INDIAN							
Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129	..	..	..	3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1949-50	79	156	232	324	350	324	1,465
1954-55	20	59	202	263	341	481	1,366
1959-60	5	40	199	270	320	565	1,399
1960-61	4	38	185	260	333	575	1,395
1961-62	6	42	153	246	342	595	1,384
NEGRO							
1929-30	1,153	916	295	..	..	..	2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1949-50	284	621	225	96	83	78	1,387
1954-55	79	248	147	103	110	164	851
1959-60	11	77	85	78	120	249	620
1960-61	12	62	75	78	122	252	601
1961-62	8	52	66	78	126	263	593
TOTAL							
1929-30	2,131	1,919	1,424	..	..	..	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1949-50	363	777	457	420	433	402	2,852
1954-55	99	307	349	366	451	645	2,217
1959-60	16	117	284	348	440	814	2,019
1960-61	16	100	260	338	455	827	1,996
1961-62	14	94	219	324	468	858	1,977

#### High Schools

Although the general pattern of organization in the State is the 8-4 plan, that is an elementary school comprising the first eight grades (1-8) and a high school comprising the last four (9-12), a number of units are now operating junior high schools, grades 7, 8 and 9, or a combination of these grades.

The statistical information below concerns only schools having grades 9, 10, 11 and 12, or grade 9 when that grade is organized with a 1-9 set up. Of the total 870 schools in 1961-62, 92 were schools with ninth grade only. In other words, there were in 1961-62 only 778 public high schools that offered a four-year program.



### NUMBER OF PUBLIC HIGH SCHOOLS

#### WHITE AND INDIAN

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	101	403	243		747
1934-35	49	416	207	53	725
1939-40	22	358	288	81	751
1944-45	48	356	284	60	748
1949-50	21	226	369	107	723
1954-55	19	139	360	180	698
1959-60	4	85	299	264	652
1960-61	4	82	276	276	638
1961-62	4	73	261	280	618

#### NEGRO

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	44	52	23		119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1949-50	24	97	85	29	235
1954-55	13	45	120	57	235
1959-60	12	27	125	84	248
1960-61	12	23	122	93	250
1961-62	12	14	126	100	252

#### TOTAL

Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or more Teachers	Total
1929-30	145	455	266		866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1949-50	45	323	454	136	958
1954-55	32	184	480	237	933
1959-60	16	112	424	348	900
1960-61	16	105	398	369	888
1961-62	*16	**87	387	380	870

\* 7 of this number had ninth grade only.

\*\*21 of this number had ninth grade only.

## SCHOOLHOUSES AND VALUE OF PROPERTY

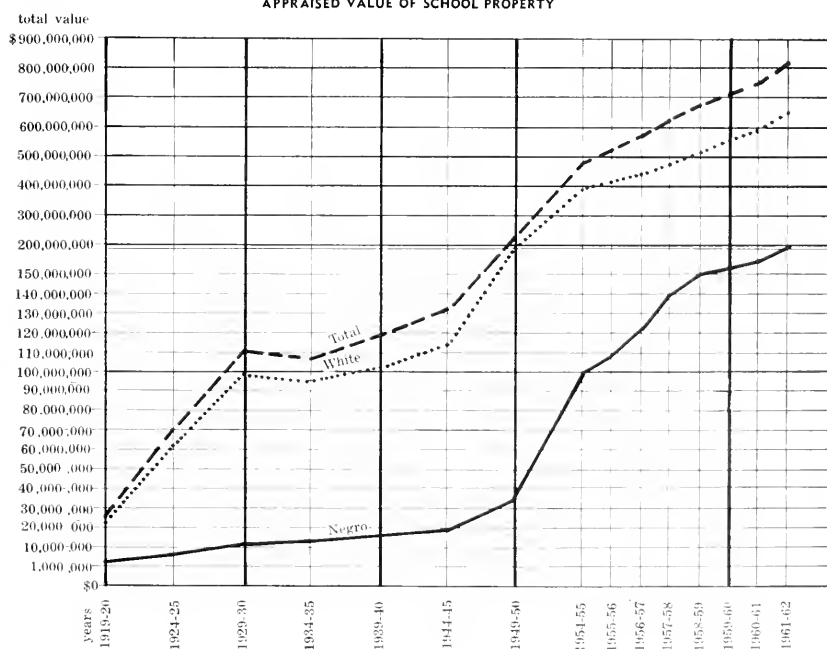
### Number of Schoolhouses

The erection of schoolhouses and the care of school property are responsibilities of boards of education. Construction is financed by bond issues, borrowed money, gifts, tax levies, and State grants. In 1961-62, the total was 3,131.

NUMBER OF SCHOOLHOUSES

Year	White	Negro	Total
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1949-50	1,919	1,640	3,559
1954-55	1,989	1,201	3,190
1959-60	2,206	996	3,202
1960-61	2,197	985	3,182
1961-62	2,181	950	3,131

APPRAISED VALUE OF SCHOOL PROPERTY



### Value of Property

The value of all school property—sites and buildings, furniture and equipment including library books—tends to increase

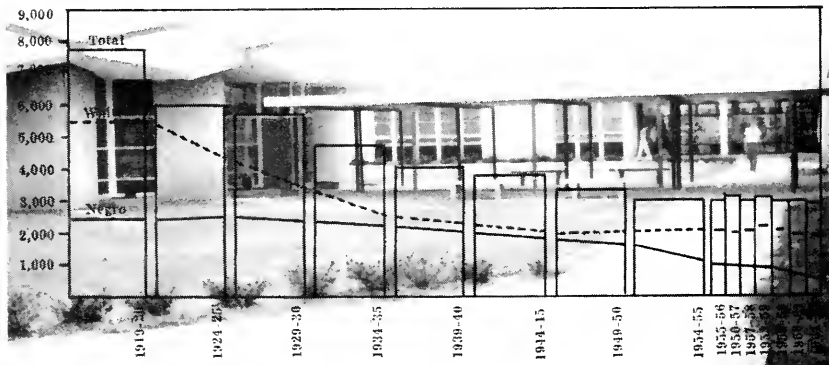
as newer needed facilities are provided. This total appraised value in 1961-62 was \$829,685,500. On a per pupil enrolled basis the value was \$726.79.

#### APPRAISED VALUE OF SCHOOL PROPERTY

	WHITE		NEGRO		TOTAL	
	Total	Pupil*	Total	Pupil*	Total	Pupil*
1919-20	\$ 21,670,514	\$ 45.32	\$ 2,387,324	\$ 11.20	\$ 24,047,838	\$ 34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,879,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47
1954-55	381,088,651	539.70	98,963,164	336.65	480,051,815	480.02
1959-60	551,454,307	709.54	160,000,577	487.10	711,454,884	643.46
1960-61	588,466,723	745.24	168,395,798	503.88	756,862,521	673.47
1961-62	647,905,892	809.60	181,779,608	532.62	829,685,500	726.79

\*Enrolled

#### NUMBER OF SCHOOLHOUSES



#### LENGTH OF SCHOOL TERM

The minimum Constitutional school term of 120 days, established by an amendment in 1917, became effective in 1919-20. Administrative units and districts were permitted to extend the term by a vote of the people.

The State by act of the General Assembly of 1931 assumed responsibility for financial support of the six-months term on State standards of cost. Aid was continued up to eight months on a uniform basis in special high school districts.

In 1933 an eight months uniform State-supported school term was established. This term was extended to nine months in 1943.

## ENROLLMENT AND ATTENDANCE

There were 1,141,574 pupils enrolled in the public schools of North Carolina in 1961-62.

Average daily attendance during this year was 1,035,933, thus indicating determination on the part of present-day boys and girls to take advantage of educational opportunities.

ENROLLMENT AND ATTENDANCE ELEMENTARY SCHOOLS						
Year	Enrollment (Code E1+E2)			Average Daily Attendance		
	White	Negro	Total	White	Negro	Total
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1949-50	487,666	224,138	711,804	441,104	194,523	635,627
1954-55	547,476	237,529	785,005	502,811	209,906	712,717
1959-60	584,378	260,221	844,599	539,395	231,311	770,736
1960-61	592,942	264,428	857,370	548,863	237,198	786,061
1961-62	588,588	267,112	855,700	541,272	238,526	779,798
HIGH SCHOOLS						
1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1949-50	137,501	44,440	181,941	123,508	38,556	162,064
1954-55	158,634	56,436	215,070	142,707	48,605	191,312
1959-60	192,823	68,255	261,078	174,164	58,555	232,719
1960-61	196,687	69,772	266,459	178,749	60,133	238,882
1961-62	211,693	74,181	285,874	192,000	64,135	256,135
ALL SCHOOLS						
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1954-55*	562,621	250,205	812,826	502,550	210,596	713,146
1949-50	625,167	268,578	893,745	564,612	233,079	797,691
1954-55	706,110	293,965	1,000,075	645,518	258,511	904,029
1959-60	777,201	328,476	1,105,677	713,559	289,896	1,003,455
1960-61	789,629	334,200	1,123,829	727,611	297,332	1,024,043
1961-62	800,281	341,293	1,141,574	733,272	302,661	1,035,933

\*An eighth grade was added to elementary schools in 1943-44.

Distribution of enrollment by grades shows greater numbers in both elementary and high schools. According to the percentage by grades, the distribution of enrollment was much better in 1961-62 than in 1954-55.

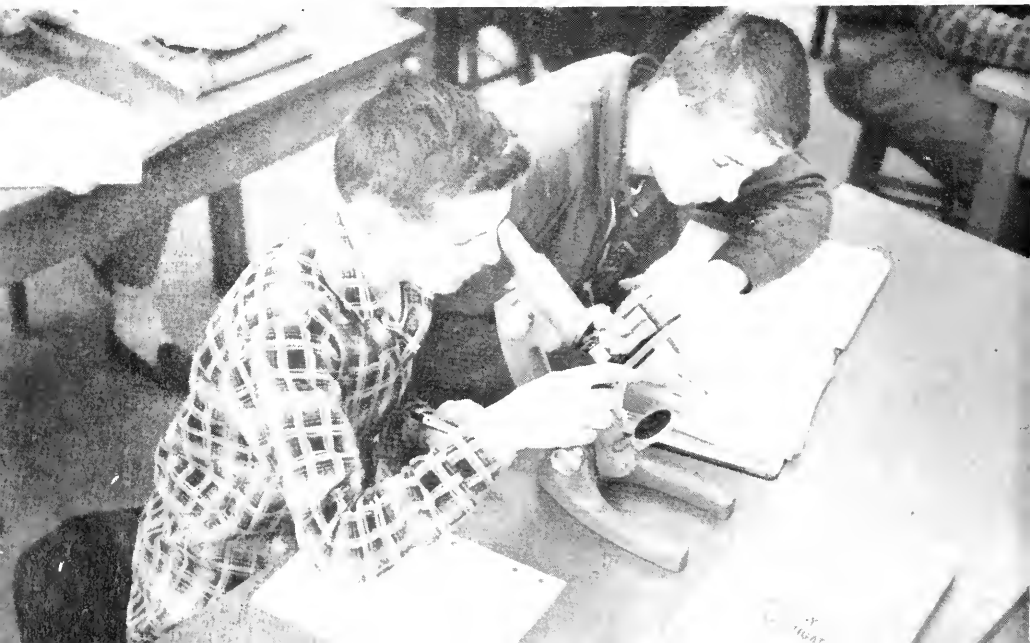
ENROLLMENT BY GRADE Codes a + e (E1+E2)						
GRADE	WHITE			NEGRO		TOTAL
	1959-60	1961-62	1959-60	1961-62	1959-60	1961-62
First	76,822	77,846	39,224	38,807	116,046	116,653
Second	74,935	75,828	35,859	36,041	110,794	111,869
Third	72,637	74,201	35,080	34,442	107,717	108,643
Fourth	70,618	73,178	33,190	33,623	103,808	106,801
Fifth	72,377	71,161	32,306	33,231	104,683	104,392
Sixth	74,841	69,081	30,866	31,274	105,707	100,355
Seventh	78,640	72,232	28,940	30,280	107,580	102,512
Eighth	62,427	72,678	24,237	28,305	86,664	100,983
Ungraded	1,081	2,355	519	1,168	1,600	3,523
Elementary	584,378	588,588	260,221	267,112	844,599	855,700
Ninth	58,186	75,280	22,625	26,617	80,811	101,897
Tenth	51,456	54,406	18,453	19,682	69,909	74,088
Eleventh	46,311	43,270	15,252	15,275	61,563	58,545
Twelfth	36,818	38,716	11,924	12,602	48,742	51,318
Ungraded	52	21	1	5	53	26
High School	192,823	211,693	68,255	74,181	261,078	285,874
Total	777,201	800,281	328,476	341,293	1,105,677	1,141,574

**ENROLLMENT BY GRADE**  
(Codes a + e (E1+E2))

GRADE	Per Cent						TOTAL	
	WHITE			NEGRO				
	1954-	1959-	1961-	1954-	1959-	1961-	1954-	1961-
First	55	60	62	55	60	62	55	62
Second	11.5	9.9	9.7	13.8	11.9	11.4	12.1	10.5
Third	12.1	9.7	9.5	12.0	10.9	10.6	12.1	10.0
Fourth	9.7	9.4	9.3	10.4	10.7	10.1	9.9	9.7
Fifth	9.1	9.1	9.1	9.8	10.1	9.8	9.3	9.4
Sixth	9.2	9.3	8.9	9.5	9.8	9.7	9.3	9.5
Seventh	9.3	9.6	8.6	9.2	9.4	9.2	9.4	9.6
Eighth	8.6	10.1	9.0	8.4	8.8	8.9	8.5	9.7
Ungraded	7.9	8.0	9.1	7.6	7.4	8.3	7.8	8.8
Elementary	.1	.1	6.3	.1	.2	0.3	0.1	0.2
Tenth	77.5	75.2	73.5	80.8	79.2	78.3	78.5	75.0
Eleventh	7.2	7.5	9.4	6.7	6.9	7.8	7.0	8.9
Twelfth	6.0	6.6	6.8	5.3	5.6	5.7	5.8	6.3
Ungraded	5.1	6.0	5.4	4.0	4.7	4.5	4.7	5.6
High School	4.2	4.7	4.9	3.2	3.6	3.7	3.9	4.4
Total	.0	.0	0.0	.0	0	0.0	0.1	0.0
Total	22.5	24.8	26.5	19.2	20.8	21.7	21.5	23.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## MEMBERSHIP AND ATTENDANCE

How well pupils attend school is indicated by the relationship between the average length of school term and the per cent of membership in attendance. Many units find it helpful to employ attendance workers for solving school attendance problems and thereby improving school attendance. During 1961-62, 78 units (42 county and 36 city) employed 75 persons in this capacity.





PERCENTAGE OF A.D.M. IN A.D.A.									
		WHITE			NEGRO			TOTAL	
Year	Elem.	H.S.	Total	Elem.	H.S.	Total	Elem.	H.S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0
1954-55	94.5	94.6	94.5	91.7	92.3	91.8	93.7	94.0	93.7
1959-60	94.8	94.8	94.8	91.3	91.1	91.2	93.7	93.9	93.7
1960-61	95.2	91.9	94.2	95.3	91.4	94.3	95.2	91.8	94.2
1961-62	94.5	94.8	94.6	91.5	91.3	91.4	93.6	93.9	93.7

**AVERAGE NUMBER OF DAYS ATTENDED PER PUPIL IN MEMBERSHIP**  
(Average term multiplied by per cent membership in attendance)

Year	White	Negro	Total
1934-35	148.3	142.6	146.5
1939-40	156.8	148.9	153.5
1944-45	167.3	160.5	165.2
1949-50	168.7	164.2	167.4
1954-55	170.1	165.2	168.7
1959-60	170.6	164.2	168.7
1960-61	171.4	165.3	169.5
1961-62	170.2	164.6	168.7

## DROP-OUTS AND ABSENCES

In 1961-62 fewer than 5 per cent of the net enrollment dropped out of school and the number of absences was at an all-time low. These facts indicate an increasingly better holding power of the public schools.

Year	DROP-OUTS* AND ABSENCES							
	WHITE		NEGRO					
	Drop-Outs	Per Cent	Average Daily Absences	Per Cent	Drop-Outs	Per Cent	Average Daily Absences	Per Cent
1934-35	52,891	8.6	43,714	7.5	18,402	6.7	25,939	10.3
1939-40	39,640	6.4	32,634	5.5	15,849	5.8	23,615	9.3
1944-45	38,762	6.9	33,182	6.2	14,557	5.8	23,578	10.1
1949-50	30,705	4.9	38,197	6.3	13,286	4.9	22,330	8.7
1954-55	31,180	4.4	29,412	4.4	13,619	4.6	21,835	7.8
1959-60	29,597	3.8	39,185	5.2	13,807	4.2	27,835	8.8
1960-61	31,670	4.0	36,702	4.8	13,265	4.0	26,469	8.2
1961-62	32,690	4.1	42,069	5.4	13,216	3.9	28,256	8.5

\* Enrollment (Code E1+E2) less membership (last day of school).

## PROMOTIONS

Approximately 96 per cent of white pupils and 90 per cent of Negro pupils were promoted to the next higher grade at the end of the school year 1961-62. This was a much higher percentage than the record prior to 1949-50.

Year	PROMOTIONS					
	WHITE		NEGRO		TOTAL	
	No.	%	No.	%	No.	%
1934-35	469,414	83.3	182,946	70.9	652,360	79.4
1939-40	493,608	85.1	191,615	75.1	685,223	82.0
1944-45	468,728	89.5	190,574	80.9	659,302	86.8
1949-50	557,961	93.9	224,093	87.8	782,054	92.0
1954-55	638,146	94.5	252,119	89.9	890,265	92.3
1959-60	697,575	93.3	283,502	90.1	981,077	92.4
1960-61	712,361	94.0	290,577	90.5	1,002,938	95.0
1961-62	733,911	95.6	293,520	89.5	1,027,431	93.8

\* Of membership (last day).

## HIGH SCHOOL GRADUATES

A larger number of seniors graduated from high school in 1961-62 than ten years ago. Recent studies show that 49.4 per cent of white graduates and 34.4 per cent of Negro graduates continued their formal education in college or in other educational institutions.

## HIGH SCHOOL GRADUATES

Year	WHITE		NEGRO		TOTAL	
	No.	*%	No.	*%	No.	*%
1934-35‡	19,011	92.2	3,053	90.1	22,064	91.9
1939-40‡	26,690	97.4	4,839	89.3	31,529	92.5
1944-45**	21,981	97.8	4,948	94.1	26,929	95.7
1949-50	24,226	97.7	6,259	96.2	30,485	98.2
1954-55	28,065	98.0	8,536	96.4	36,601	97.7
1959-60	34,385	97.5	10,886	96.8	45,271	97.3
1960-61	38,676	98.2	11,511	97.0	50,187	97.9
1961-62	36,753	97.2	11,315	96.0	48,068	96.9

\* Of membership (last day).

\*\* Per cent from 12th grade only this and following years.

‡ Completion of eleventh grade.

## WHAT BECOMES OF HIGH SCHOOL GRADUATES

Percentage Succeeding Year

Year Graduated	In Sr. Colleges	In Jr. Colleges	Total In Colleges	In Trade, Bus., Nursing Schools	Total in Schools Colleges	Military Service	Work etc.
WHITE GRADUATES							
1954	27.1	5.5	32.6	8.3	40.9	7.1	52.0
1955	26.2	6.1	32.3	6.5	38.8	6.6	54.6
1956	27.0	6.9	33.9	6.4	40.3	6.8	52.9
1957	25.9	7.2	33.1	9.1	42.2	6.2	51.6
1958	27.5	7.9	35.4	9.3	44.7	5.6	49.7
1959	27.7	7.6	35.3	9.3	44.6	5.1	50.3
1960	29.4	7.7	37.1	9.7	46.8	5.0	48.2
1961	31.4	7.8	39.2	10.2	49.4	4.9	45.7
NEGRO GRADUATES							
1954	23.9	.8	24.7	8.2	32.9	8.0	59.1
1955	25.9	2.1	28.0	5.1	33.1	8.3	58.6
1956	24.8	1.7	26.5	4.2	30.7	7.9	61.4
1957	25.3	1.7	27.0	6.1	33.1	5.5	61.4
1958	26.6	1.7	28.3	6.4	34.7	4.4	60.9
1959	26.7	1.5	28.2	5.1	33.3	3.5	63.2
1960	27.2	1.5	28.7	4.8	33.5	4.2	62.3
1961	27.4	1.5	28.9	5.5	34.4	4.6	61.0

## IV

# How Many Teachers, Principals and Supervisors Are Employed? What Is the Extent of Their Education? What Are the Teacher Needs? What Salaries Are Paid? What Is the Ratio of the Number of Teachers to Number of Pupils in Average Daily Attendance?

## NUMBER

To take care of increased enrollment in the public schools, it has been necessary to increase the number of teachers, both elementary and high school. In 1961-62 there was a total of 41,867 classroom teachers, 30,224 white and 11,643 Negro. Of this number 3,729 were paid from local and vocational funds.

There were 1,049 elementary principals and 804 high school principals in 1961-62. There were 261 white and 60 Negro supervisors of instruction employed that year.

NUMBER OF TEACHERS							
Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1929-30	13,351	5,351	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
1954-55	17,150	6,772	6,380	2,011	23,530	8,783	32,313
1959-60	18,978	7,787	7,915	2,532	26,893	10,319	37,212
1960-61	19,342	7,965	8,038	2,590	27,380	10,555	37,935
1961-62	20,133	8,358	8,732	2,791	28,865	11,149	40,014

NUMBER OF PRINCIPALS AND SUPERVISORS						
Year	White	Negro	White	Negro	White	Negro
1929-30	210	74	108	13	318	87
1931-35	221	61	658	116	879	177
1939-40	333	93	705	165	1,038	258
1944-45	368	102	718	193	1,086	295
1949-50*	563	173	695	212	1,258	385
1954-55	736	271	668	218	1,404	489
1959-60	947	306	624	224	1,571	530
1960-61	971	315	614	225	1,585	540
1961-62	1,041	329	612	225	1,653	554

\*Supervisors included beginning with this year.

## TEACHER EDUCATION

North Carolina instructional personnel rank high among the states in their educational qualifications. Of the total 1961-62 staff, 95.8 per cent held certificates based on college graduation and above. Only 1,835 of the 44,074 instructional personnel employed held certificates based on less than college graduation.

### CERTIFICATE STATUS, INSTRUCTIONAL PERSONNEL, 1961-62

(Teachers, Principals and Supervisors)

	Non- Standard	Elem. B	Elem. A	Class C	Class B	Class A	Grad- uate	TOTAL
WHITE AND INDIAN	17	6	38	112	1,555	25,010	5,139	31,877
Elementary Teachers	14	6	38	107	1,317	17,418	2,023	20,923
High School Teachers	3	—	—	5	238	7,264	1,824	9,334
Elementary Principals	—	—	—	—	—	201	579	780
High School Principals	—	—	—	—	—	97	482	579
Supervisors	—	—	—	—	—	30	231	261
NEGRO	—	—	—	2	105	8,829	3,261	12,197
Elementary Teachers	—	—	—	2	67	6,560	1,998	8,627
High School Teachers	—	—	—	—	38	2,186	792	3,016
Elementary Principals	—	—	—	—	—	45	221	269
High School Principals	—	—	—	—	—	29	196	225
Supervisors	—	—	—	—	—	9	51	60
TOTAL	17	6	38	114	1,660	33,839	8,400	44,074
Elementary Teachers	14	6	38	109	1,384	23,978	4,021	29,550
High School Teachers	3	—	—	5	276	9,450	2,616	12,350
Elementary Principals	—	—	—	—	—	246	803	1,049
High School Principals	—	—	—	—	—	126	678	804
Supervisors	—	—	—	—	—	39	282	321

## PROSPECTIVE TEACHERS SCHOLARSHIP LOAN FUND

The 1957 Session of the General Assembly appropriated funds to provide 300 annual scholarship-loans of not more than \$350.00 each. Also an appropriation was made to provide 200 summer school scholarship-loans of not more than \$75.00. This program was expanded in 1961, providing for 450 new loans each year.

An average of about 4,000 requests for application blanks have been received annually. Approximately 1,500 completed applications have been submitted by the March 1 deadline each year for consideration by the Awards Committee. A total of 5,619 application blanks were sent out for the 1962-63 school year, and 1,942 completed applications received for consideration by the March 1, 1962, deadline.

Recipients of this program are enrolled in 51 of our North Carolina colleges and universities. There are now approximately 600 teachers in the North Carolina public school classrooms who received aid from the Prospective Teachers Scholarship Loan Fund.

The following table gives a picture of the status of the Prospective Teachers Scholarship Loan and its recipients:

Year	New Awards Made*	In College On Program	Graduated & Teaching (Or Repaying)	Graduated and Repaid	Cancelled and Repaid	Cancelled & Repaying	College Attendance Temporarily Interrupted	Graduate—Granted Extension to Begin Teaching	Deceased
1957	300	1	191	42	28	30	2	6	—
1958	370	16	244	34	25	27	6	18	—
1959	339	176	80	22	17	24	14	5	1
1960	403	300	45	2	18	25	11	2	—
1961	545	495	15	0	9	20	6	0	—
1962	625	625	0	0	0	0	0	0	—
Total	2582	1613	575	100	97	126	39	31	1

\*Additional awards made because of additional appropriation by the General Assembly in 1961, and accumulated funds (because of some previous awards to college upper-classmen, cancellations, temporary interruptions, some summer term awards not used, and cash repayments).

## IN-SERVICE EDUCATION

The 1961 General Assembly appropriated \$150,000 annually for the biennium to provide for upgrading and bringing up-to-date the subject-matter knowledge of classroom teachers through in-service education. Regulations and procedures for a Special In-Service Teacher Education Program, adopted by the State Board of Education, provide for the organization of courses, institutes, and workshops by administrative units at the local level. A limited number of summer institutes and a special in-service television project are other approaches being used to accomplish the objectives of the program.

During 1961-62, 222 classes, 99 college credit and 123 non-college credit, were organized. Total enrollment in these classes was 7,033 from 112 administrative units. English and social studies were the leaders in frequency of offerings, followed in order by science, mathematics, art, library science, foreign language, and music. The 222 classes were taught by 166 college instructors and 17 other qualified persons. The college instructors were provided by 23 senior colleges and two junior colleges. The total expenditure from State-aid funds was \$108,139.02. The average class had an enrollment of 32 and the average cost per teacher completing a program was \$15.72. Comments received from school officials indicate that the program was received with

enthusiasm by the teachers and the quality of instruction was excellent in most of the local programs.

## SUPPLY AND DEMAND

A recent study shows that less than ten per cent of the teachers leave the profession each year. In 1961-62 there was a demand for 4,496 new teachers for the public schools, 3,451 white and 1,045 Negro. This demand was based on increased enrollment and replacements due to homemaking, retirement, illness, formal study, death, employment, etc. Of the 2,974 white and 914 Negro teacher education graduates from North Carolina colleges in 1961, only 1,487 white and 403 Negro teachers were employed in North Carolina public schools. This indicates that less than 50 per cent of the teachers produced in North Carolina colleges became active candidates for teaching positions in the State. However, beginning in 1961-62 the percentage remaining in the State increased considerably over the previous year.

## SALARIES PAID

North Carolina instructional personnel are paid on a monthly basis, twenty teaching days to the month, in accordance with the State salary schedule. All teachers, except teachers of vocational agriculture and home economics, are paid for a nine-months term. Vocational teachers are paid for ten, eleven, or twelve months each year. Supervisors and principals are paid on a ten month basis.

Approximately 45 per cent of the total instructional personnel are paid higher salaries than the State schedule. A number of units employed 2,179 additional instructional personnel who were paid entirely from local funds.

The average annual salary paid all teachers in 1961-62 was approximately \$4,935.

### AVERAGE ANNUAL SALARIES, ALL FUNDS

#### A. Teachers (Excluding Vocational)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1929-30	\$ 865.06	\$ 509.89	\$1,241.69	\$ 826.80	\$ 954.11	\$ 538.75	\$ 849.17
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46	1,297.53
1949-50	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69	2,561.27
1954-55	3,185.97	3,320.00	3,212.24	3,186.72	3,196.64	3,293.50	3,219.89
1959-60*	3,948.45	4,094.34	3,889.40	3,918.98	3,932.81	4,056.01	3,967.12
1960-61	4,115.88	4,267.95	4,099.85	4,125.50	4,111.64	4,236.92	4,146.61
1961-62†	4,910.28	5,072.36	4,846.25	4,936.85	4,893.49	5,042.70	4,936.13

## AVERAGE ANNUAL SALARIES, ALL FUNDS

## B. Principals and Supervisors

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1929-30	—	—	—	—	2,405.36	1,344.37	2,177.44
1934-35	1,125.08	889.48	1,233.79	884.78	1,198.96	886.40	1,146.58
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74
1949-50**	3,857.37	3,797.05	4,309.80	4,234.90	4,106.97	4,038.15	4,090.84
1954-55	4,897.24	4,792.56	5,414.25	5,449.82	5,111.77	5,085.57	5,105.00
1959-60*	6,043.05	6,073.67	6,457.96	6,594.63	6,239.04	6,321.43	6,260.70
1960-61	6,251.15	6,219.25	6,903.14	7,001.68	6,500.42	6,545.27	6,511.88
1961-62†	7,381.90	7,524.84	8,196.45	8,417.44	7,728.94	7,931.39	7,782.91

## C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,689.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1949-50	3,586.21	3,406.90	3,549.74
1954-55	4,373.17	4,289.06	4,353.29
1959-60	5,839.73	5,438.34	5,741.56
1960-61	6,031.68	5,633.43	5,955.65
1961-62*	6,840.70	6,473.92	6,770.10

\*Includes contingency salary payment earned in 1959-60, but not paid until August, 1960.

\*\* Supervisors beginning in 1949-50.

†Estimated.

## NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

## A. Teachers

		WHITE		NEGRO	
		No.	Average	No.	Average
Elementary:	1939-40	12,082	\$ 916.42	5,864	\$ 671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1949-50	14,043	2,458.06	6,069	2,559.71
	1954-55	16,494	3,090.92	6,689	3,210.83
	1959-60	17,988	3,821.55	7,564	3,942.16
	1960-61	18,249	3,964.29	7,706	4,097.66
	1961-62	19,132	4,793.62	8,108	4,954.32
High School:	1939-40	4,279	905.80	982	709.53
	1944-45	3,122	1,257.83	814	1,247.49
	1949-50	4,035	2,460.19	1,171	2,459.24
	1954-55	4,902	3,074.77	1,616	3,068.99
	1959-60	6,145	3,766.46	2,052	3,811.67
	1960-61	6,196	3,942.88	2,093	3,990.24
	1961-62	6,771	4,751.28	2,275	4,813.19
Total:	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1949-50	18,078	2,458.65	7,240	2,543.46
	1954-55	21,396	3,087.22	8,305	3,183.23
	1959-60	24,133	3,807.52	9,616	3,914.32
	1960-61	24,445	3,958.83	9,799	4,074.71
	1961-62	25,903	4,782.55	10,383	4,923.38

## B. Principals

Elementary:	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1949-50	404	3,759.36	100	3,944.91
	1954-55	534	4,677.58	184	4,776.32
	1959-60	697	5,530.86	247	5,642.74
	1960-61	738	5,794.24	254	5,933.87
	1961-62	780	7,055.35	269	7,198.30

## NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

## B. Principals

		WHITE		NEGRO	
		No.	Average	No.	Average
High School:	1939-40	705	1,679.25	169	1,227.36
	1944-45	711	2,284.04	191	2,191.36
	1949-50	682	4,368.35	213	4,156.14
	1954-55	652	5,304.98	216	5,368.58
	1959-60	624	6,181.88	224	6,390.65
	1960-61	602	6,537.31	225	6,726.12
	1961-62	579	7,869.90	226	8,055.09
Total:	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1949-50	1,086	4,079.00	313	4,079.07
	1954-55	1,186	5,022.49	400	5,096.14
	1959-60	1,321	5,838.38	471	5,998.44
	1960-61	1,340	6,128.07	479	6,306.02
	1961-62	1,359	7,402.39	495	7,589.48

## C. Supervisors

1949-50	152	3,052.55	72	3,043.60
1954-55	180	3,993.73	85	4,061.99
1959-60	187	5,839.82	50	4,988.74
1960-61	188	5,039.98	50	5,054.41
1961-62	217	6,563.79	50	6,807.69

## ATTENDANCE AND TEACHERS

Average daily attendance in proportion to the number of teachers employed indicates the average number of pupils each teacher instructs each day. The North Carolina average of slightly less than 30 pupils per teacher is approximately two pupils above the average for the nation.

Allotments of teaching positions filled by teachers paid from State funds are made on the basis of average daily attendance for the best continuous six months of the first seven months of the preceding school year. State teaching positions are allotted for the elementary schools on the basis of one for 25 pupils, two for 45, three for 70, four for 105, five for 138, six for 171, and one for each 30 thereafter. State teaching positions for the high schools are allotted on the basis of one for 25 pupils, two for 40, three for 60, four for 80, and one for each thereafter.

## PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED

(Not including classified principals)

Year	ELEMENTARY		HIGH SCHOOL		TOTAL	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1949-50	30.3	31.8	27.8	32.1	29.7	31.8
1954-55	29.3	31.0	22.4	24.2	27.4	29.4
1959-60	28.4	29.7	22.0	23.1	26.5	28.1
1960-61	28.4	29.8	22.2	23.2	26.6	28.2
1961-62	25.9	27.6	20.6	21.3	24.3	26.0



## TEACHER MERIT PAY STUDY

The 1961 General Assembly passed an act authorizing the State Board of Education to conduct an experimental program in merit pay for teachers under the general supervision of the State Superintendent of Public Instruction. A director for this experimental program was employed on July 15, 1961, and, in accordance with this legislation, the first year was devoted to organization and preparation for putting the program into operation.

The Gastonia City, Rowan County, and Martin County school systems were selected as pilot centers in developing experimental merit pay plans during the 1962-63 school year. Local merit study committees work intensively during the spring and summer of 1962 in each of the cooperating school systems, devising evaluative procedures and criteria. Training sessions were planned and conducted for principals and instructional supervisors during the late summer and early fall. The experimental plans were put into operation in each of the pilot centers during October, 1962. Any teacher who qualifies in these experimental programs for merit pay will receive an extra increment of \$500 near the end of the 1962-63 school year.

## V.

### What Educational Programs Are Available?

This section of the Report shows the various instructional programs and educational services available in the State. These programs and services are not mutually exclusive of each other or administered as separate entities. The services implement, supplement, enrich, and broaden the basic program, and are administered within the framework of the total program. It will be observed that for this biennium more educational programs and services are available to a greater number of school children than at any time in the history of the State. This is the result of State and local effort to widen educational opportunity so that more children have advantage of a greater variety of offerings.

#### THE BASIC PROGRAM

The basic or fundamental instructional program provided by the public schools includes curricula which begin with the first grade and end with completion of the twelfth grade. With few exceptions, as explained in Section III, this basic program is divided into two parts: (1) Grades 1-8, termed the elementary school and (2) grades 9-12, termed the high school.

#### Accreditation

Evaluation and accreditation by the State Department of Public Instruction and by the Southern Association of Colleges and Schools is an important element in the improvement of education in North Carolina. Both elementary and secondary schools are evaluated and accredited by each agency. North Carolina is one of only 16 states in the union which accredits elementary schools.

Secondary schools in the State have been accredited since the school year 1919-1920. As of the school year 1961-62, 737 high schools in North Carolina have attained State accreditation. This figure represents 95 per cent of the high schools now in operation. Ninety junior high schools are on the accredited list of the State Department of Public Instruction. This represents a large majority of the recognized junior high schools in North Carolina. Accredited elementary schools total 1,184 or 64 per cent of all elementary schools in the State.

Southern Association accreditation and membership is continuing to increase year by year. In 1961-62, there were 176 secondary schools accredited by the Southern Association plus all the elementary schools in four administrative units. Elementary accreditation by the Southern Association has been given only on a system-wide basis. Thirty additional administrative units are cooperating in the elementary program of the Southern Association as a preliminary to accreditation by that organization.

### Elementary Curriculum

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced program in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas, children are given opportunities to gain competence in the basic skills; to develop properly in the important areas of intellectual, phy-



sical, and emotional maturity; and to develop habits of good citizenship.

Course offerings include:

- Language arts, subjects used in everyday communication—reading, writing, spelling, listening, speaking—are tools for learning in all curriculum areas.
- Through the social studies, pupils are introduced to the nature of the social world. Through related history and geography, pupils are helped to understand their own cultural heritage and the important events, discoveries, and inventions leading up to the social world of today.
- Through the study of arithmetic, pupils learn to compute, weigh, and measure in exact terms; and to think and solve problems quantitatively.
- Through the study of science, pupils are introduced to some of the basic scientific principles and concepts. Emphasis is placed upon observation of the more familiar natural phenomena and drawing conclusions from simple laboratory experiences and investigations.
- Art and music develop aesthetic appreciation and enable children to express themselves creatively and communicate ideas.
- Health and physical education emphasize the development of sound personal, physical and mental health. Stress is placed also upon understanding and improving community health, safety, and recreation.

In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by the use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other aids are also used in instruction.

## High School Curriculum

A study of the North Carolina public schools reveals that many of the problems relative to improving the educational opportunities for North Carolina youth are fundamentally associated with the small size of many high schools. The curriculum for most

small schools is limited to the five required subjects: English, mathematics, social studies, science, and health and physical education.

As shown in the accompanying table, the percentage of schools offering other than the five subject areas named is as follows:

Typewriting .....	82.8 per cent
French .....	72.6 per cent
Agriculture .....	62.3 per cent
Home economics .....	60.7 per cent
Driver education .....	59.3 per cent
Industrial arts .....	44.4 per cent
Music .....	37.4 per cent
Latin .....	17.2 per cent
Spanish .....	14.9 per cent
Trades and industries .....	14.4 per cent
Art .....	11.0 per cent
Distributive education .....	.6 per cent

Graduation from high school is based on four years of work beyond elementary school including completion of a minimum of 16 units as follows:

English .....	4 units
Mathematics .....	1 unit
Social Studies .....	2 units
Science .....	2 units
Health and Physical Education .....	1 unit
Electives .....	6 units

Many schools require 17, 18, or more, units for graduation, and two schools are experimenting with the requirement of 24 units by concentrating three subjects per semester.

Slightly more than half of the students who enter high school graduate four years later.

## NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1961-62

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
<b>ENGLISH:</b>						
English I ..	582	75,168	246	26,548	828	101,716
English II ..	542	54,631	236	19,798	778	74,429
English III ..	542	43,899	235	15,504	777	59,403
English IV ..	542	38,678	235	12,619	777	51,297
Dramatics ..	47	1,577	30	964	77	2,541
Speech ..	65	1,820	17	484	81	2,304
Journalism ..	52	2,411	14	292	66	2,703
Spelling ..	23	2,147	25	1,057	48	3,204
Miscellaneous English	49	2,315	16	486	65	2,801
<b>MATHEMATICS:</b>						
General Math. ....	320	38,705	202	21,866	522	60,571
Algebra I .....	511	44,381	215	14,793	726	59,174
Algebra II .....	492	25,889	132	5,302	624	31,191
Advanced Algebra ..	95	3,323	9	117	104	3,440
Plane Geometry ..	477	21,525	182	6,649	659	28,174
Solid Geometry .....	259	5,033	26	350	285	5,383
Trigonometry .....	235	5,061	28	358	263	5,419
College Math. ....	13	367	—	—	13	367
Miscellaneous Math.	42	2,354	15	825	57	3,179
<b>SOCIAL STUDIES:</b>						
Citizenship .....	380	32,231	180	12,911	560	45,142
World History .....	498	39,271	197	15,215	695	54,486
American History ..	542	44,738	235	15,404	777	60,142
Economics .....	348	13,577	155	6,332	503	19,909
Sociology .....	319	13,081	140	6,182	459	19,263
Government .....	81	3,075	33	1,317	114	4,392
Geography .....	295	12,624	67	2,227	362	14,851
Misc. History .....	14	638	9	190	23	828
<b>SCIENCE:</b>						
General Science .....	501	53,975	200	18,964	701	72,939
Biology .....	542	55,391	235	19,565	777	74,956
Chemistry .....	424	18,292	190	7,839	614	26,131
Physics .....	365	7,779	149	3,334	514	11,113
Adv. Gen. Science ..	61	3,214	26	1,070	87	4,284
Adv. Biology .....	23	753	10	323	33	1,076
Adv. Chemistry .....	10	138	1	17	11	155
<b>HEALTH:</b> .....	582	75,250	246	25,969	828	101,219
<b>PHYSICAL EDUCATION:</b>	598	80,025	249	27,407	847	107,432
<b>DRIVER EDUCATION:</b>	344	27,419	172	8,289	516	35,708
<b>ART:</b>						
Advanced .....	—	—	4	423	4	423
Arts and Crafts .....	72	2,530	24	1,731	96	4,261
<b>MUSIC:</b>						
General Music .....	57	2,673	40	1,352	97	4,075
Chorus Choir Glee Club	221	14,118	140	7,642	325	21,760
Band .....	183	8,350	99	4,693	282	13,043
Instrumental and Orchestra .....	20	690	10	221	30	911
<b>AGRICULTURE:</b>						
Agriculture I .....	402	12,301	140	4,919	542	17,220
Agriculture II .....	399	6,989	140	4,210	539	11,199
Agriculture III and IV	398	8,354	132	3,967	530	12,321
<b>HOME ECONOMICS:</b>						
Home Ec. I .....	396	24,085	132	9,476	528	33,561
Home Ec. II .....	396	15,831	130	6,650	526	22,481
Home Ec. III and IV ..	394	8,124	128	4,307	522	12,431

## NUMBER HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1961-62

Subjects (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
TRADES AND INDUSTRIES:	71	2,180	54	2,041	125	4,221
INDUSTRIAL ARTS:	280	13,721	106	5,177	386	18,898
DISTRIBUTIVE EDUCATION:	48	1,985	4	107	52	2,092
GUIDANCE	11	650	9	516	20	1,166
BUSINESS EDUCATION:						
General Business	224	10,946	94	3,706	314	14,652
Typewriting I	511	41,683	209	10,261	720	51,944
Typewriting II	200	5,586	40	910	240	6,696
Shorthand I	380	10,039	95	2,116	475	12,155
Shorthand II	199	2,633	11	177	210	2,810
Business Arithmetic	156	8,472	38	1,607	194	10,079
Bookkeeping I	415	14,501	53	1,556	468	16,057
Bookkeeping II	30	571	3	67	33	638
Business English	40	1,606	4	116	44	1,722
Salesmanship	3	159	1	36	4	195
Office Practice and Management	89	3,010	11	257	100	3,267
Business Law	21	900	7	225	28	1,125
Miscellaneous Business	15	560	2	62	17	622
FOREIGN LANGUAGES:						
French I	424	15,147	208	9,210	632	24,357
French II	390	9,960	196	4,782	586	14,742
French III and IV	39	1,103	2	33	41	1,146
French Conversation	4	128	1	49	5	177
Latin I	134	7,349	7	342	141	7,691
Latin II	141	6,297	9	290	150	6,587
Latin III and IV	17	432	—	—	17	432
Spanish I	110	6,888	20	1,097	130	7,985
Spanish II	102	4,003	16	511	118	4,514
Spanish III and IV	11	189	—	—	11	189
Spanish Conversation	—	—	2	67	2	67
German I	4	310	—	—	4	310
German II	4	260	—	—	4	260
German III and IV	1	24	—	—	1	24
Russian Conversation	2	82	—	—	2	82
BIBLE:	57	2,907	3	82	60	2,989
OTHER COURSES:						
Psychology	24	1,526	3	120	27	1,646
Library Science	46	999	6	180	52	1,179

## SCHOOL HEALTH

The fundamental importance of health in learning and living points up the need for emphasis on the school health program. The programs of health instruction and health services are geared to the present health needs of children as well as preparation for the future. Consideration is given to the physical, social, and emotional well-being of children and their interactions with intellectual achievement and successful living.

## Health Instruction

*Elementary:* Health is taught as a basic subject in grades one through eight.

*High School:* Health instruction is required in the ninth grade for one semester or two days per week during the entire year.

Many high schools are offering an additional semester of health in either the tenth, eleventh, or twelfth grade.

## School Health Services

The schools and public health personnel share a joint responsibility for the school health services.

The importance of medical examinations for all beginners and periodic examinations thereafter is recognized.

Teachers and public health nurses share the responsibility of discovering remediable defects. Teachers screen the children through observation and testing and public health nurses work with referrals and assist in follow-up activities.

The following services were made possible for school children during the current biennium through State appropriation to the State Board of Education:

	1960-61	1961-62
Tonsils .....	2,654	1,980
Teeth .....	19,860	17,358
Ears .....	194	310
Hernia .....	125	102
Orthopedic .....	7	12
Intestinal Parasites .....	442	764
Eyes		
Examinations .....	1,224	1,775
Glasses .....	3,452	4,153
Surgery .....	13	13
Other .....	3,840	2,086
Physical Examinations .....	112	2,968
Pre-School Clinics .....	11	1



## **Environmental Health**

School personnel are concerned with the mental and emotional climate of the schools as well as with physical facilities. Much improvement in physical facilities has been made in recent years.

Public health and other personnel help the school by inspecting the physical facilities and recommending improvements when needed.

## **PHYSICAL EDUCATION**

### **Aims and Objectives**

The physical education program in the public schools is essential to the total development of all children and youth. Through the use of activities, learning experiences are provided that make significant contribution to the physical, mental, social and emotional development of boys and girls.

The educational objectives of the program are:

- To develop and maintain physical efficiency
- To establish desirable health habits and attitudes
- To contribute to the social and emotional development of children and youth
- To develop permanent interest in recreational activities

### **Requirements**

#### *Elementary*

The minimum requirement for physical education in the elementary grades is 150 minutes per week exclusive of recess time and relief periods. It is recommended that 30 minutes per day be scheduled.

#### *High School*

Physical education is required of all ninth grade students. Three periods per week, 45-60 minutes each, alternated with health instruction, are under the direction of a teacher certified in the fields of health and physical education.

### **The Program**

The program includes a variety of activities, rhythms, lead-up games and team sports, calisthenics, stunts, tumbling and self-testing activities, individual and dual activities, and games of low organization.

## Fitness

During the last two years the emphasis has been on physical fitness as one phase of the required program.

Since 1959 the North Carolina Physical Fitness Test has been given to thousands of school children in grades 4-12. The results of the test items have given impetus to improvement of programs throughout the State.

In 1960 the President's Council on Youth Physical Fitness launched a suggested school-centered program. This plan has given added emphasis to the program. Through the cooperative efforts of administrators, teachers and interested citizens, the physical education programs in the North Carolina schools have been strengthened.

## Interscholastic Athletics

In 1961-62, basketball was played by more schools than any other sport, with baseball and football being the second and third most popular. Track is fast becoming a major interscholastic sport with 241 teams organized last spring, an increase of 53 over the 1959-60 biennial report.

Individual and dual sports such as wrestling, golf, tennis, and swimming are being offered by an increasing number of schools.

This trend of a variety of sports offered by our schools is wholesome; it should be accelerated and broadened.

	<i>Total</i>	<i>White</i>	<i>Negro</i>
Schools reporting .....	828	605	223
<i>Sports</i>	<i>Number of Schools Participating</i>		
Basketball—			
Boys .....	819	601	218
Girls .....	687	518	169
Baseball .....	608	511	97
Football .....	473	379	94
Track .....	241	187	54
Golf .....	69	69	—
Tennis .....	43	35	8
Wrestling .....	32	32	—
Swimming .....	10	10	—
Speedball .....	1	1	—
Soccer .....	5	5	—
Volleyball .....	1	1	—



## MUSIC EDUCATION

### Elementary Schools

A basic program of music is an integral part of the school curriculum. In the elementary school, which is organized on the philosophy of the self-contained classroom, the responsibility for music instruction is placed on the classroom teacher, with the help of a music specialist, if one is employed.

During the past biennium a basic, minimum program of music was adopted by the schools which integrates music into the activities of the school day through the use of music as recreation; music to aid devotions; music used to celebrate special days; and music to intensify concepts taught in the social studies, language arts and other areas of the curriculum. In addition, a sequential development of the skills of music reading has been designated for each grade level to insure that every child will be able to read the music score when he finishes the sixth grade.

### Secondary Schools

New music bulletins have been developed to guide the high school vocal and instrumental programs beyond the grooming of performance skills to an understanding of the historical background of the literature studied.

In addition to course offerings of band, orchestra and chorus on the high school level, an elective entitled "consumer" or general music is commanding the interests of more students. It

is a study of music with which every individual is associated during his life time; namely, music as recreation; music in worship; and music of a serious concert nature. This course is taken one time during a student's high school years.

## INDUSTRIAL ARTS

The provision for consultative services in industrial arts by the 1961 General Assembly has been most beneficial to this rapidly expanding area of our school program. Educators are increasingly aware of the unique contribution of this program to the general educational needs of all students who must live and work in a rapidly changing and advancing industrialized society. Therefore, this program to the schools of North Carolina assumes added significance as the State moves in transition toward greater industrialization.

Industrial arts concerns itself with a study of industry and technology and their broad impact on the social and economic nature of our society. Experiences provided through this program give added meaning and purpose to the language arts and social studies programs; and offer to all students realistic circumstances for applying principles of science, mathematics, and art. Unique opportunities are provided for the student to think, both creatively and critically. Students use materials, tools, and machines to create form, solve problems, and synthesize concepts. These experiences enable students to discover and develop technical and scientific talents that are of assistance in occupational and career choices.

The need for industrial arts in the schools of North Carolina will continue to grow. Our efforts must be directed to: (1) improving and expanding existing programs, (2) assisting in the initiation and development of new programs, and (3) equipping and staffing all programs.

## SAFETY AND DRIVER EDUCATION

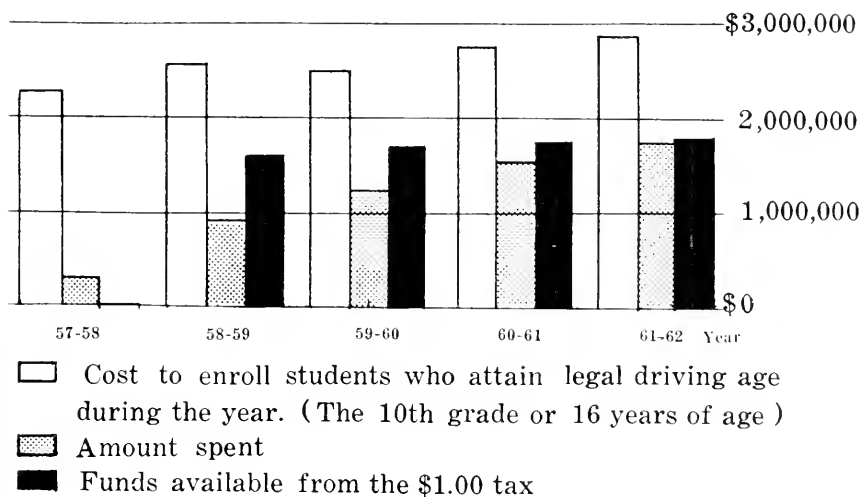
During the 1960-61 school year, driver education was provided for 43,920 students enrolled in 793 of the State's 818 high schools located in all of the 174 administrative school units. For the 1961-62 school year, 46,993 students enrolled in 787 of the State's 795 high schools located in all of the 173 administrative school units.

Of those who attended courses during 1961-62, about 91 per cent completed both classroom and car phases of instruction

and 9 per cent dropped out. About 7 per cent of the drop-outs occurred during or just after the classroom phase and 2 per cent dropped out during the car phase of instruction. Failures amounted to about 7.8 per cent of the number who completed both classroom and car instruction.

For each year of the biennium, North Carolina schools received national recognition for outstanding progress and achievement in safety and driver education.

The following graph illustrates, by years: (1) The number of dollars necessary to teach driver education to every school student, in the year he attains legal driving age (16 yrs.); (2) The amounts of money collected for this purpose; and (3) Expenditures from the \$1 tax fund to teach those persons electing to take the course.



This graph shows that a deficit in requests for the course resulted in accrual of funds during the years 1958-61 and that such funds as have accrued will be consumed in normal growth of the program during the period 1962-64.

Program operations reached the approximated level of annual income during the 1961-62 school year and would have exceeded funds derived for that year except for the favorable way in which cars were obtained. Auto dealers supplied 112 cars on a free-loan basis plus 121 more on a low-cost basis. The

dealers also gave school administrators advisory assistance about obtaining and replacing such cars.

The accompanying table shows expenditures by purpose for each of four years.

EXPENDITURES FOR DRIVER AND SAFETY EDUCATION				
Item	1958-59 (12 Months)	1959-60 (12 Months)	1960-61 (12 Months)	1961-62 (12 Months)
671-a. Salaries of Teachers .....	\$522,131.41	\$ 778,587.55	\$ 965,962.78	\$1,171,242.82
671-b. Instructional Supplies .....	40,280.78	16,029.83	25,123.46	20,383.48
671-c. Car Operation Expense .....	44,983.08	61,861.92	73,823.16	79,581.00
671-d. Insurance .....	27,607.15	30,836.59	36,418.00	45,334.69
671-e. Rental of Cars .....	11,061.02	19,581.45	23,922.30	23,094.10
671-f. Replacement of Cars .....	10,108.94	102,492.67	175,069.97	212,520.68
671-g. Other Equipment .....	17,178.66	15,599.91	16,947.45	14,068.71
671-h. Retirement and Social Security .....	36,542.30	59,374.07	74,108.02	95,612.10
687. Original Cars .....	177,997.18	128,275.64	150,880.01	73,754.00
Total Expenditures .....	\$887,890.52	\$1,212,639.63	\$1,542,255.15	\$1,735,591.58
Less: 965-3. Sale of Cars and Miscellaneous Receipts .....	12,981.75	90,552.36	116,001.39	190,291.55
Net Expenditures .....	\$874,908.77	\$1,122,087.27	\$1,426,253.76	\$1,545,300.03
Local .....	39,776.34	29,930.16	19,680.39	38,855.76
State .....	835,132.43	1,092,157.11	1,406,573.37	1,506,444.27
State Administration & Supervision .....	\$ 19,089.78	\$ 52,254.84	\$ 42,437.89	\$ 50,112.00

## VOCATIONAL EDUCATION IN AGRICULTURE

Vocational education in agriculture in the public high schools of North Carolina provides educational opportunities for youth and adults who are interested in agricultural vocations. For youth, it provides an opportunity to elect a sequence of courses in agriculture, combined with other courses in the high school, that will result in a foundation of learning upon which they may continue their education in agriculture beyond the high school in a more specialized area of learning. For adults who are interested in continuing their education in agriculture, it provides an opportunity to acquire new agricultural technology needed in improving their vocational competencies by participating in short unit courses designed to meet their special needs.

In the *high school* courses in agriculture, emphasis is given to developing attitudes, understandings, and abilities necessary for the student to make a beginning and to advance in his educational preparation for a vocation in agriculture. This aim is accomplished by combining classroom and laboratory instruction at the school with off campus supervised learning experiences.



Opportunities are provided for the student to:

- Explore his opportunities and potentialities in agriculture.
- Make sound decisions regarding a career in agriculture and the educational requirements for entering and progressing in it.
- Acquire a broad knowledge of agricultural science and technology and practice in the application of this knowledge.
- Acquire an appreciation of such values as leadership, cooperation, citizenship, and thrift, and secure practice in developing those understandings and skills essential to participation in a progressive and democratic society.

Basal education is provided in the following learning areas:

- |                          |                                |
|--------------------------|--------------------------------|
| —Agricultural Guidance   | —Plant Science and Technology  |
| —Agricultural Leadership | —Animal Science and Technology |
| —Agricultural Business   | —Soil Science and Technology   |
| Management               | —Agricultural Resources        |
| —Agricultural Mechanics  | —Agricultural Policy           |

Agricultural youth organizations—the Future Farmers of America and the New Farmers of America—are promoted and sponsored by the vocational agriculture departments of public high schools as a means of motivating students and providing supervised practice experiences designed to develop leadership, cooperation and citizenship abilities.

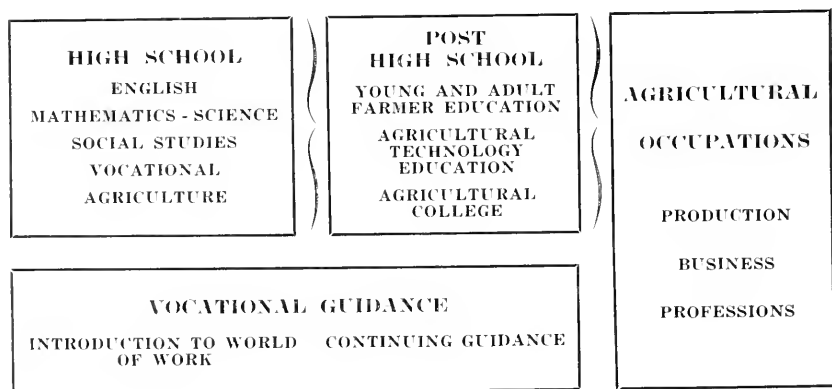
Vocational education in agriculture for *adults* is essential to a dynamic and ever-changing agricultural economy. North Carolina, through its public high schools, is providing agricultural education opportunities for adults to continue their education

on a part-time basis. Unit courses are tailor-made to fit the special interests and needs of the people in the community and area. In general, these courses are designed to develop attitudes, understandings and abilities essential for advancing in farming or some other closely related business. Emphasis is given to:

- Agricultural economics and business management.
- Soil and water management practices.
- An evaluation and application of agricultural research as it relates to new materials, equipment and practices which might be used to increase agricultural income to improve family living.
- Record keeping and the use of records in operating an agricultural business.
- Agricultural credit and its wise use.
- Development of leadership abilities.
- Identification and solution of individual problems.

As a part of the teaching-learning process the local school provides time for the vocational agriculture teacher to follow-up classroom and laboratory instruction with individual on-the-job instruction essential in the application and evaluation of knowledge acquired. (See area public school agricultural education programs listed under Industrial Education Centers, pages 65-66.)

The following diagram illustrates the relationships between vocational education opportunities in agriculture at the high school and post high school levels, other educational opportunities, and the types of agricultural occupations for which such education prepares one.





The relationship between educational opportunities at the high school and post high school levels and occupational opportunities in agriculture.

#### VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	High School Enrollment	Young & Adult Farmer Enrollment	Total Enrollment	Financial Returns on High School Supervised Projects
1918-19	29	323	—	323	\$ 41,480.85
1919-20	44	721	—	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,612.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1949-50	538	21,756	8,339	30,095	2,993,941.47
1954-55	593	30,638	14,794	44,832	6,168,091.49
1959-60	590	35,726	18,735	54,461	7,455,716.04
1960-61	572	35,596	18,150	53,746	8,287,322.63
1961-62	553	38,287	19,379	57,666	—

#### EXPENDITURES FOR VOCATIONAL AGRICULTURE

(Not including Teacher Training)

Year	State	Local	Federal	Total
1925-26	\$ 46,427.68	\$ 75,741.39	\$ 122,168.53	\$ 244,337.60
1929-30	63,106.15	167,444.71	141,802.56	372,353.42
1934-35	39,773.82	136,166.34	173,994.21	349,934.37
1939-40	129,706.33	224,264.45	328,136.65	682,107.43
1944-45	231,172.36	281,877.59	334,508.17	847,558.12
1949-50	851,853.31	649,631.33	447,808.68	1,949,313.32
1954-55	921,204.59	1,238,923.48	621,230.28	2,781,357.95
1959-60	1,616,380.87	1,388,323.28	723,386.35	3,728,090.50
1960-61	1,731,560.61	1,401,567.08	722,427.65	3,855,555.34
1961-62	2,175,379.04	1,627,294.29	722,106.15	4,524,779.48

#### VOCATIONAL HOME ECONOMICS

The home economics program is basically that part of the education which develops persons capable of maintaining a satisfying home and family life in our free society.

The teacher includes these aspects of family living in her instructional program: family relationships and child development; consumption and other economic aspects of personal and family living; nutritional needs and the selection, preservation, preparation, and use of food; design, selection, construction, and care of clothing, and its psychological and social significance; textiles for clothing and for the home; housing for the family and equipment and furnishings for the household; art as an integral part of everyday life; management in the use of resources so that values and goals of the individual, the family, or of society may be attained.

The high school students combine classroom instruction with home experiences thereby making the learning experience more functional.

As a result of home visitations and supervision of home experiences, the home economics teacher understands better the needs and interests of her community, thus enabling her to give organized instruction to out-of-school youth and adults in areas related to homemaking.

In addition to the 680 vocational home economics teachers employed in North Carolina, there are 308 additional home economics teachers employed in the nine months school program.

The two student organizations, Future Homemakers of America and New Homemakers of America, are to be found in all schools having homemaking departments. These organizations supplement the classroom program and offer opportunities for further development of students and emphasize the aims and ideas of satisfying family living.

#### GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Classes	
			Number	Enrollment
1918-19	3	100		
1919-20	23	814	20	323
1924-25	140	5,552	334	3,925
1929-30	231	10,216	271	3,501
1934-35*	87	5,283	355	6,761
1939-40	289	20,981	302	4,718
1944-45	406	29,162	139	2,334
1949-50	436	32,203	223	3,046
1954-55	545	63,020	301	14,486
1959-60	593	45,731	459	9,701
1960-61	591	47,772	441	10,494
1961-62	659	56,199	473	11,337

\* Beginning this year the figures concern only departments financed in part by Federal funds.

#### EXPENDITURES FOR VOCATIONAL HOME ECONOMICS

(Teacher Training Costs Not Included)

Year	State	Local	Federal	Total
1925-26	\$ 68,003.65	\$ 57,839.65	\$ 12,629.35	\$ 138,472.65
1929-30	54,963.45	151,500.20	19,538.28	226,001.93
1934-35	13,677.18	40,192.79	52,708.09	106,573.06
1939-40	64,773.27	116,116.41	168,231.74	349,121.42
1944-45	249,660.74	211,685.18	174,148.73	635,494.65
1949-50	758,983.20	460,026.54	231,402.97	1,450,412.71
1954-55	1,033,076.83	675,940.87	318,605.47	2,027,623.17
1959-60	1,392,948.71	1,028,513.55	386,247.00	2,807,709.26
1960-61	1,485,338.62	1,054,698.91	386,247.00	2,926,284.53
1961-62	2,071,188.24	1,377,326.85	397,977.00	3,846,492.09

#### TRADE AND INDUSTRIAL EDUCATION

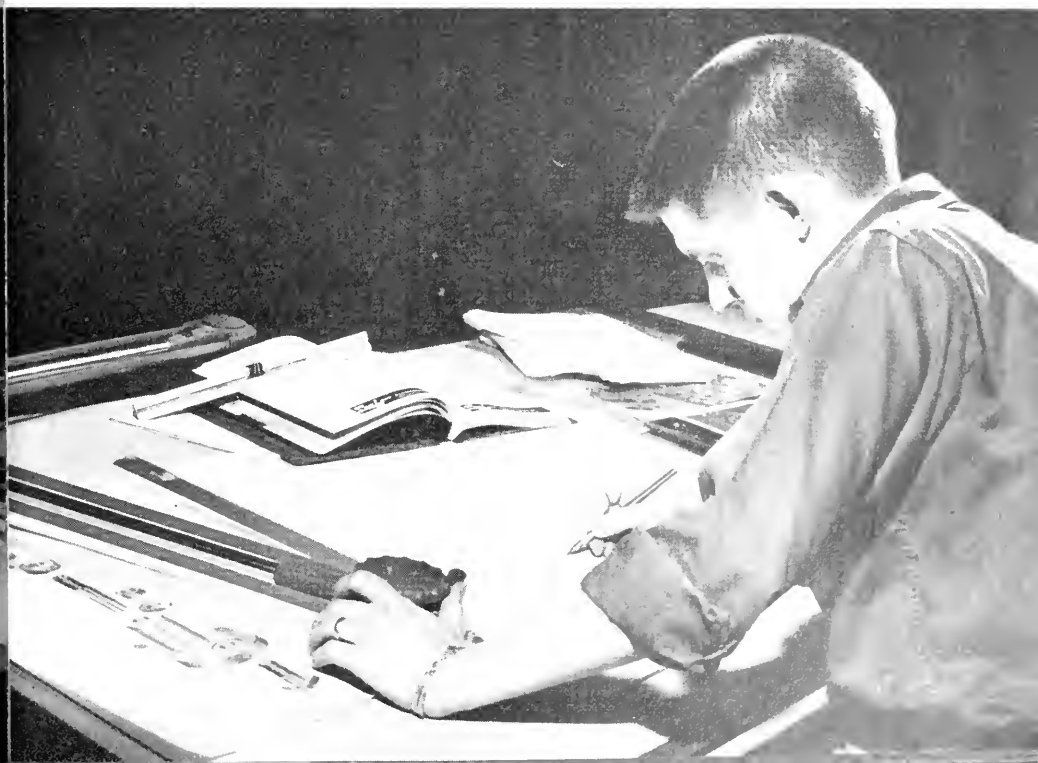
Trade and industrial education is a balanced program of studies and work experiences that have the common objective of producing competent workers. This program develops the skills, abilities, understandings, attitudes and working habits and imparts knowledge or information needed by individuals who desire to enter and make progress in employment.

The mission of trade and industrial education is the development of PEOPLE—not products: people who can produce; people with adaptability to the dynamics of the era; people whose occupational interest or employment is in trade, service, or technical pursuits—from the lowest to the highest positions; people who share the benefits and the responsibilities of a democratic society with all other people.

Trade and industrial education, financed from Federal, State and local funds, in the past few years has developed into two divisions: namely, the high school program and the adult program.

### **The High School Program**

The high school program enrolls youth 16 years of age or older who wish to learn a skilled trade or certain technical occupations. These students attend day-trade classes (3 hours) one-half of the school day and devote the remainder of the day to other high school subjects. Day-trade classes enroll students in courses such as auto mechanics, boat building, bricklaying, carpentry, cabinetmaking, commercial cooking, commercial fishing, cosmetology, machine shop, printing, tailoring and welding. In 1961-62, seventy-five day-trade classes were conducted in



fifty-four high schools in forty-four different administrative units with an enrollment of 2,298 students.

Industrial cooperative training is a cooperative program by the school, business and industry to provide on-the-job training for youth in carefully selected occupational areas. This program is directed toward providing supervised occupational experience to enable student-learners to acquire skills and related technical information. Industrial cooperative training programs were held in thirty-three high schools with an enrollment of 836 students during 1961-62. Students received training in occupational areas such as automotive, building trades, cabinetmakers, dental assistants and technicians, electrical trades, laboratory technicians, metal trades, nurses' aides and printing trades.

### The Adult Program

The adult program offers pre-employment training and upgrading or updating of employed workers. The majority of this type training is offered through the industrial education centers. Pre-employment training is offered in such courses as auto mechanics, dental assistants, dental technicians, drafting, electrical trades, electronics, metal trades, practical nursing, radio and television service, sheetmetal, refrigeration and air conditioning, textile occupations, tool and die making, and welding. The upgrading or updating program includes related instruction for apprentices, supervisory training for supervisors and foremen, fire service training for local fire department personnel, and assists employed workers to update themselves in their present occupation or to advance to more highly skilled jobs. Trade and industrial education has its largest enrollment in the adult program. All instructors in the upgrading programs are employed on a part-time basis.

Fishery occupations operate in twelve of the coastal counties. Fifteen administrative units have practical nursing programs.

#### TRADE AND INDUSTRIAL EDUCATION (Expenditures Excluding Teacher Training)

Year	Classes	Enrollment	State	Local	Federal	Total
1925-26	259	3,892	\$ 13,330.28	\$ 14,164.44	\$ 27,494.55	\$ 54,989.27
1929-30	384	5,887	14,439.43	16,420.42	30,859.81	61,719.66
1934-35	509	7,908	12,244.93	27,498.65	38,256.16	77,999.74
1939-40	714	11,582	22,112.46	52,657.03	99,466.25	174,235.74
1944-45	401	7,836	60,784.29	52,951.27	112,149.56	225,885.12
1949-50	359	9,026	216,705.54	149,442.89	137,520.12	503,668.55
1954-55	427	9,314	273,134.28	205,536.68	180,120.48	658,791.44
1959-60	775	19,090	670,584.00	299,677.00	219,736.00	1,189,997.00
1960-61	859	22,083	757,353.00	335,677.00	214,082.00	1,307,112.00
1961-62	915	29,450	1,211,662.00	422,806.00	223,986.00	1,858,454.00

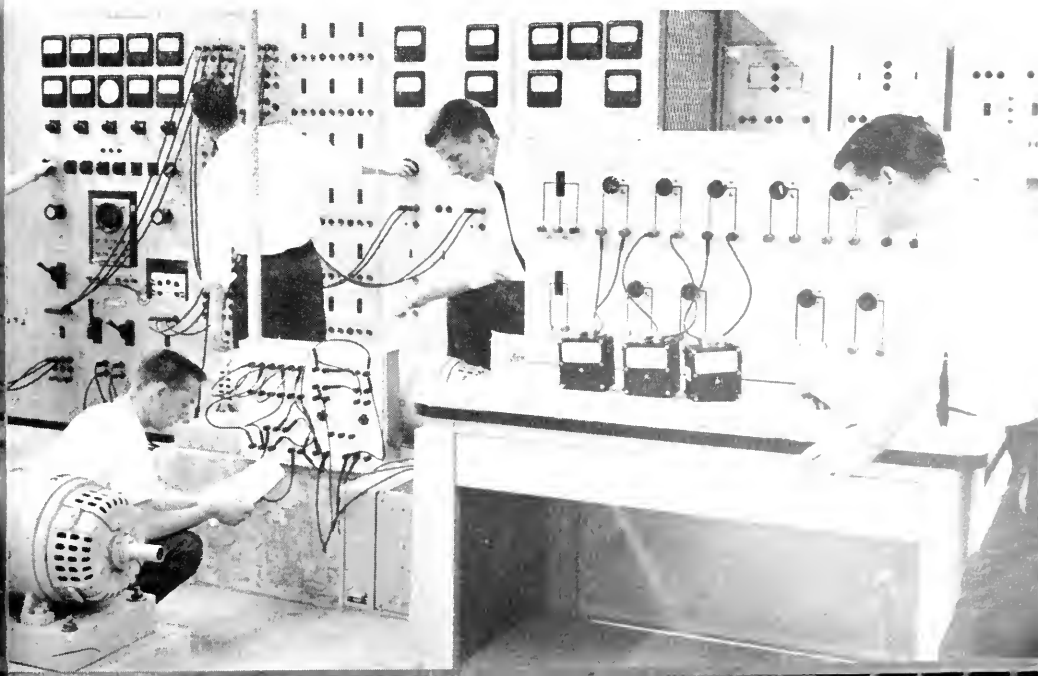
## INDUSTRIAL EDUCATION CENTERS

Industrial education centers are a comprehensive system of area schools, offering training opportunities in technical education, trades and industries, agricultural technology, distributive education, home economics education, and training under the Manpower Development and Training Act of 1962. The Center Program also provides training in cooperation with the Area Redevelopment Act.

This State-wide system of area schools provides training opportunities for selected high school youth, out-of-school youth, and adults who are seeking training to meet the needs of existing and new industries in North Carolina. Currently there are seventeen centers in operation and three in various stages of construction. There are five units of the Industrial Education Centers in operation throughout the State.

The industrial education centers, authorized by the 1957 General Assembly, are planned to serve an area and are aimed at reaching the great mass of people who want, need, and can profit from specialized education to meet the scientific and technological changes of the space age.

The Federal government, recognizing the increasing needs for technicians, has allotted funds for technician training through the provision of the National Defense Education Act. During the 1961-62 school year, 2,140 students were enrolled in technician training courses. A total of 23,641 students were enrolled



in all other offerings in the centers. The total enrollment includes students from all vocational services, including preparatory training, upgrading, updating, related instruction for apprentices, and supervisory development training. Students entering into centers must meet quality admission standards.

Total capital outlay expenditures by local boards of education for industrial education centers total \$11,200,000. Some local boards of education are now planning to enlarge their center facilities. Industry has recognized the value of the program and has donated \$525,000 worth of equipment to the various centers.

The National Industrial Equipment Reserve has loaned \$1,250,000 worth of heavy machine tools to the State for use in the centers. Federal surplus properties, consisting principally of machine tools with an estimated value of \$350,000, have been acquired. National Defense Education funds amounting to \$1,017,573 and State funds totaling \$484,996 have been used for equipping modern up-to-date laboratories.

The need for industrial education centers is evidenced by the growth of enrollment and the expressed interest of industrialists, particularly those interested in developing the skills of North Carolina youth and adult workers.



The following table shows statistical information for these centers:

SOURCE OF FUNDS					
Year	Units	Local	State	Federal	Total Expenditures
1958-59	4	\$-----	\$144,383.47	\$144,383.43	\$ 288,766.90
1959-60	10	1,816.30	467,182.66	460,206.26	929,205.22
1960-61	12	19,791.72	598,871.07	586,339.37	1,205,002.16
1961-62	20	20,415.66	967,429.59	967,429.59	1,955,274.84

### Curriculums—1961-62

#### Technician

Electronics  
 Electrical  
 Industrial Chemistry  
 Mechanical Technology  
 Drafting and Design  
 Technology  
 Instrumentation Technology  
 Air Conditioning and Refrigeration  
 Technology  
 Engineering and Technical Secretary  
 Data Processing  
 Textile Technology  
 Civil Technology  
 Production Technology  
 Agricultural Equipment and  
 Technology  
 Poultry and Livestock Services  
 Technology  
 Agricultural Business Technology

#### Trade

Auto Mechanics  
 Machine Shop  
 Drafting  
 Air Conditioning and  
 Refrigeration  
 Welding  
 Practical Nurse Education  
 Marketing and Distribution  
 Commercial Art and Design  
 Dental Assistant  
 Dental Technician  
 Bricklaying  
 Radio and Television  
 Sheet Metal  
 Auto Body Repair  
 Cosmetology  
 Carpentry  
 Heavy Equipment Operator  
 Heavy Equipment Mechanic  
 Diesel Mechanic  
 Graphic Arts  
 Homemaking Education  
 Tool and Die  
 Farm Machinery

### Upgrading Classes for Employed Adults

Electrical Code  
 Motor Rewinding  
 Electrical Inspection  
 Mathematics for Electronics  
 Power Plant Operation  
 Radio and T.V. Servicing  
 Color T.V. Servicing  
 Electrical Blueprint Reading  
 Sheet Metal Layout  
 Maintenance Mechanic Apprentice

Plumbing and Steamfitting  
 Apprentice  
 Carpentry Apprentice  
 Building Estimating  
 Textile Quality Control  
 Textile Mathematics  
 Fabric Analysis and Design  
 Furniture Billing and Specifications  
 Furniture Case Fitting  
 Furniture Knife Grinding

Machine Shop Related Mathematics	Commercial Feeds
Machine Shop Practice	Knitter Machine Fixing
Welding	Work Simplification
Heat Treating	Time Study
Precision Measurement	Industrial Chemistry
Tool Design	Marine Diesel Repair
Paper Manufacturing	Commercial Fishing Net Mending
Chemical Recovery	Marine Navigation
Loom Fixing	Furniture Design
Agricultural Chemicals	Special Auto Mechanics
Nursery Practices	

## DISTRIBUTIVE EDUCATION

Distributive education is a vocational education program which prepares people for more efficient work in the distribution of goods and services. As pointed out recently by the U.S. Department of Commerce, education of workers in this field is a major factor in determining the rate of economic growth. This country has the productive capacity to turn out twice the amount of consumer goods now being produced if these goods can be marketed. Distributive education programs train people in the fields of retailing, wholesaling, banking, finance, transportation, and services.

Three types of programs are conducted: the cooperative distributive education program in the high schools, a post-high school programs in Industrial Education Centers, and extension or up-grading programs for adults already engaged in some phase of marketing or distribution.

In the high school program, the teacher-coordinator provides vocational guidance for students interested in careers in some field of distribution, secures placement opportunities to provide work experience for students as trainees, gives instruction in the functions and practices of distribution and marketing, and develops an understanding of economic responsibilities and opportunities in the free enterprise system. Student-trainees also participate in the youth club program, Distributive Education Clubs of America, Inc., which operates on local, State, and national levels to provide leadership development.

Follow-up studies of students trained in this program show that about 80 per cent of those in the labor market remain in some field of distribution and that during the recent period of high unemployment of young people, less than 1 per cent of them were unemployed when the studies were made. Some of those enrolled in distributive education continue their educa-



tion in colleges and universities; most of them continue working after graduation from high school.

Funds have been available to establish only one post-high school program in an Industrial Education Center. Plans are made for the establishment of additional programs. The post-high school programs offer training for potential supervisory, and management personnel in distribution. Extending over a two-year period, the course of study is equivalent to a two-year program in business administration at the college level. This kind of program should be expanded rapidly during the next biennium.

Extension or up-grading training is offered in Industrial Education Centers and administrative units for adults already engaged in some field of distribution. Short-term courses are offered for managers of businesses, for persons on the supervisory or mid-management level, and employees and operators. In addition, specialized courses for persons engaged in similar types of marketing are given. Enrollment and interest in extension training is growing rapidly.

Year	COOPERATIVE PART-TIME VOCATIONAL TRAINING			IN-SERVICE TRAINING FOR ADULTS	
	No. Classes	No. Persons	Earnings*	No. Classes	No. Persons
1939-40	1	26	\$ .....	116	2,327
1944-45	15	267	74,640.81	122	2,281
1949-50	25	661	274,184.99	242	5,545
1954-55	34	994	627,039.02	113	2,593
1959-60	48	1,492	1,051,579.40	157	4,132
1960-61	54	1,787	1,261,800.84	123	5,946
1961-62	57	1,843	1,396,370.53	183	7,254

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS				
Year	State	Local	Federal	Total
1939-40	\$ 2,730.38	\$ 1,686.67	\$ 6,412.45	\$ 10,829.50
1944-45	11,665.12	6,934.93	14,429.33	33,029.38
1949-50	44,733.21	31,502.33	36,013.36	112,248.90
1954-55	82,686.25	42,710.30	15,000.00	139,796.55
1959-60	118,752.00	78,292.29	67,139.00	264,183.29
1960-61	127,823.00	86,288.00	68,196.00	282,307.00
1961-62	201,234.55	110,193.28	61,135.47	372,563.30

\* It will be noted that earnings of student-trainees in the cooperative program during the school year is roughly four times as much as the cost of the total program.

## VETERANS EDUCATION

Congress has passed laws providing educational benefit to veterans of World War II and to those who have served in the Armed Forces since June 27, 1950.

These programs, administered through the State Department of Public Instruction, include three areas of training:

- Institutional, where courses are offered in colleges, business schools, hospitals, vocational trade schools, flight schools,

barber schools, beauty schools, and special courses in high schools.

- On-the-job training, where courses are offered in approved establishments in which the job is learned by work and related training.

A total of 209,622 North Carolina veterans of World War II have been trained under two programs—the World War II GI Bill and the Vocational Rehabilitation Act for the disabled. Of this number, approximately 197,607 have been trained under the World War II GI Bill, using their education and training to assist them in readjusting to civilian life and in making up for the years in service. The remaining 12,015, disabled in World War II service, needed vocational rehabilitation training to overcome their handicaps in order to become employable again.

A total 63,950 Korean Conflict veterans in the State have taken advantage of training benefits thus far, either under the Korea GI Bill or the vocational rehabilitation program for disabled veterans. In addition 1,650 war orphans have received training under the War Orphans' Education Assistance Act of 1956.

VETERANS ENROLLED IN PROGRAMS AS OF OCTOBER 31:				1961	1962
Institutions of Higher Learning.				1,774	1,121
Schools Below College Level.				511	251
Correspondence, On-the-job, Apprenticeship, and Institutional					
On-Farm Training.				2,203	84
Total.				4,488	1,456

## VOCATIONAL MATERIALS LABORATORY

Changes are constantly taking place in all lines of industrial endeavor. New products, services, methods, and technical advances require instructors of the various vocational and industrial curriculums to stay abreast of these new developments in order to incorporate necessary changes into existing courses or to establish new courses.

Recognizing the monumental problem of the individual instructor to keep in touch with so many developments, the State Board of Education established the Vocational Materials Laboratory as a section of the Division of Vocational Education on March 15, 1960, with the express function of collecting, evaluating, developing and distributing to teachers new materials and new techniques for adaptation and use in all the areas of voca-

tional education. Since its establishment, the Laboratory has been able to render curriculum service to all these areas to some degree, with special emphasis on the fast-developing areas of trade and technical materials.

The Laboratory uses its own staff to work extensively with consultants and other part-time personnel within the State and with out-of-State experts to coordinate production and to formulate these needed instructional materials.

## EXCEPTIONAL CHILDREN

The program for the Education of Exceptional Children encompasses those instructional services needed by pupils who are handicapped, either physically or mentally, to the extent that they require services different from or in addition to those provided for in the regular school program.

The following are some of the ways in which education for exceptional children is being provided:

- Special classes or centers for severely crippled pupils, with the pupils being transported in specially equipped station wagons, small buses, or taxis to specially equipped ground-level classrooms. These pupils may be severely crippled from cerebral palsy, polio, heart, or other physical conditions.
- Instruction for pupils in hospitals, convalescent centers, and sanatoria, and for homebound pupils.
- Speech therapy provided by itinerant teachers of speech correction. These speech correctionists work with pupils who stutter, have delayed speech, or have articulation problems.
- Classes or services for visually handicapped pupils whose vision is too poor to permit them to read regular textbooks and who need large or clear type books as well as other aids. In addition to four special teachers of the visually handicapped previously provided from State funds, the 1961 General Assembly of North Carolina appropriated funds for the purpose of purchasing special textbooks for use by visually handicapped pupils. Under the rules and conditions prescribed by the State Board of Education, ninety-one registered visually handicapped public school pupils received special textbooks during the 1961-62 school year, the majority of whom received instruction in regular classrooms. This number is expected to more than double during the 1962-63 school year.

- Classes for mentally retarded pupils—those whose intellectual development is so slow that they are unable to profit from regular class instruction.

The following summary includes only that part of the program provided by teachers employed full time by the public schools in an area of specialty—crippled, speech correction, visual handicaps, or mental retardation:

AREA	1958-59	1959-60	1960-61	1961-62
Number of Children Receiving Services				
Speech and Hearing Handicapped .....	10,793	10,524	11,802	13,640
Educable Mentally Retarded .....	3,436	3,348	3,185	5,236
Crippled .....	258	165	175	180
Visually Handicapped .....	26	46	47	49
Sub-Total .....	14,513	14,083	15,209	19,105
Trainable Mentally Retarded .....	546	769	926	1,010
<b>TOTAL</b> .....	<b>15,059</b>	<b>14,852</b>	<b>16,135</b>	<b>20,115</b>
Number of Teachers				
Speech and Hearing Handicapped .....	82	80	85	119
Educable Mentally Retarded .....	166	180	195	316
Crippled .....	14	14	15	17
Visually Handicapped .....	5	4	4	4
Sub-Total .....	267	278	299	456
State-allotted .....	203	207	207	372
"One for twenty" allotments .....				11
Locally financed .....	64	71	92	73
Trainable Mentally Retarded .....	49	64	75	80
<b>TOTAL</b> .....	<b>316</b>	<b>342</b>	<b>374</b>	<b>536</b>

### Training Trainable Mentally Handicapped Children

The 1957 General Assembly of North Carolina provided for a program of training for trainable mentally handicapped children under the general supervision of the State Superintendent of Public Instruction. These children have ordinarily been excluded from the public schools as uneducable; but since the enactment of the law, day training centers operated by local boards of education may be eligible to receive State-aid from the appropriations provided for this purpose.

### EXCEPTIONALLY TALENTED CHILDREN

The General Assembly of 1959 established by Joint Resolution No. 69 a Commission to Study the Public School Education of Exceptionally Talented Children. Under the direction of this Commission, six pilot centers, representative of the various conditions and geographic areas of the State, were established in Henderson County, Hendersonville, Pitt County, Greenville, and Winston-Salem (2).

The 1961 General Assembly of North Carolina established a program for the education of exceptionally talented children within the public school system of the State under the general supervision of the State Superintendent of Public Instruction.

During the 1961-1962 school year 64 classes for exceptionally talented children were located: 23 programs, in addition to the six legislative pilot centers, were allotted under the new State program; 18 classes provided for gifted students with teacher salaries coming from the Nine Months Fund; six more programs were approved under the one for twenty allotment; and 11 classes were financed with local funds.

A few academically talented children have been provided for under locally financed programs; but since the enactment of the law, special programs, operated by local boards of education, are eligible to receive State-aid upon submission of a written application and subject to approval by the program director.

The following are some of the ways in which students are being provided for under the program for education of exceptionally talented children:

- Special self-contained classes for selected students in grades 1 through 8, with emphasis within the curriculum on depth and enrichment.
- Instruction of children whose achievement indicates an understanding beyond their present grade level in subjects such as language arts, social studies, mathematics, or science, for a regular period of time everyday with a teacher trained in the subject area.
- Special instruction provided by a teacher in an itinerant position, serving in an entire administrative unit or one or more schools with children who possess high capabilities in subject matter areas, such as science, mathematics and social studies.
- Classes on a junior high or senior high level in special subject areas; for example, where students have demonstrated high interests and ability in a special subject—English, biology, botany, mathematics, chemistry, etc.—these courses are geared to their aptitudes.

The following summary includes only that part of the program provided by teachers employed full time by the public schools in the education of exceptionally talented children:

## EXCEPTIONALLY TALENTED

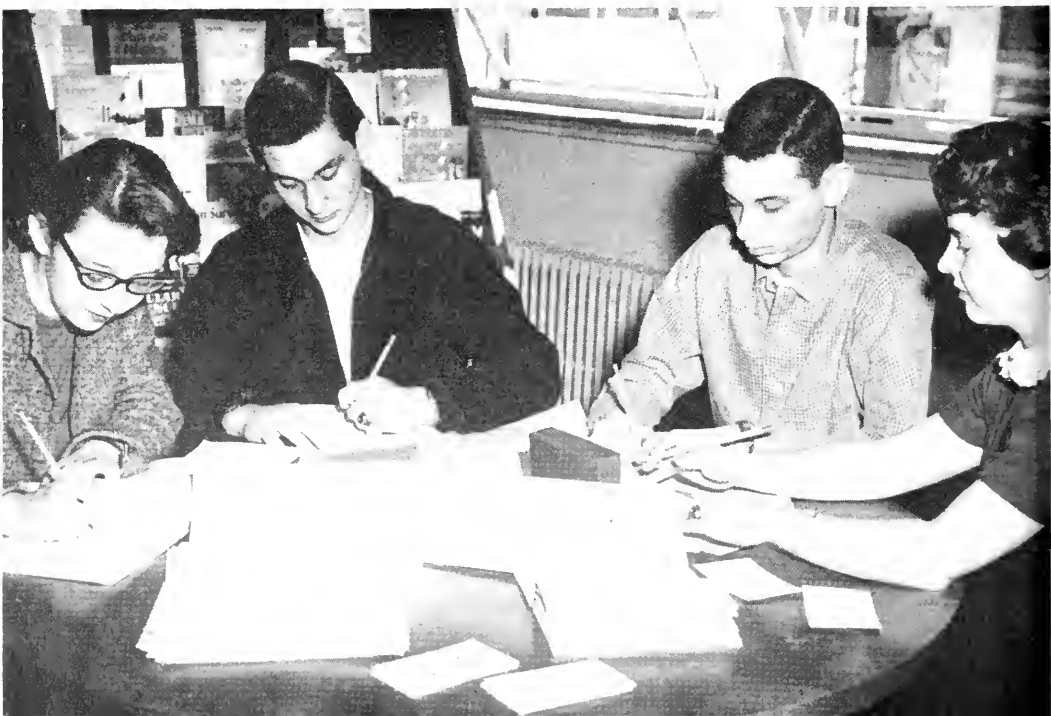
Year	Number of Students	Total	NUMBER OF CLASSES	
			State Funds	Locally Supported
1958-59	196	9	...	9
1959-60	262	12	...	12
1960-61	414	18	6	12
1961-62	2,065	64	53	11

## GUIDANCE SERVICES

Guidance services are organized activities designed to give systematic aid to pupils in understanding themselves and in making wise choices and satisfactory adjustments to various types of educational, vocational or personal-social problems which they must meet.

Guidance services may be classified as follows:

- Orientation service, which includes organized activities to assist students in making satisfactory adjustments and achievements as they progress from one grade level to another and from school to school
- Individual inventory, which includes recording all pertinent data about the student and using it to help him understand himself, his problems and his needs



- Information service, which makes available the resources and provides the activities needed by students involving their educational, vocational and personal problems
- Counseling, which guides individual students in identifying, understanding, and solving their problems
- Placement service, which helps the student carry out his plans and decisions
- Follow-up service, which maintains contact with former students, both graduates and drop-outs

It is desirable that every school have on its staff a person qualified to assume major counseling duties and to provide leadership in guidance activities.

#### COUNSELING SERVICES

Year	Total	No. Counselors*
		Full-time
1958-59	292	18
1959-60	372	100
1960-61	455	136
1961-62	517	244

\* Includes only those counselors with a minimum of 5 hours per week scheduled for counseling. Does not include vocational teachers or principals.

### HIGH SCHOOL EQUIVALENCY PROGRAM

High school equivalency is a level of general educational competence equal to that attained by a high school graduate. It is determined by the scores from a battery of secure tests administered at several colleges in the State. Successful applicants are awarded a Certificate of High School Equivalency by the State Superintendent of Public Instruction in recognition of such achievement. This certificate is honored for all practical purposes as equivalent to a bona fide high school diploma.

Adult residents of North Carolina who did not complete formal high school education are eligible to make application to the Department of Public Instruction through the office of the local superintendent of schools and to take a series of tests at one of twelve testing centers in the State.

The scores on the tests used as a basis for determining high school equivalency are designed to measure an individual achievement in five broad areas or fields of knowledge: (1) Correctness and Effectiveness of Expression; (2) Social Studies; (3) Mathematics; (4) Natural Science; and (5) Literature.

Applicants' scores must be comparable to the scores made by the upper seventy per cent of seniors who are graduated.

North Carolina personnel in the Armed Forces also have the opportunity of qualifying for the high school equivalency certificate by taking the same tests in the Service and by making application through their education officers. Recently the program has been opened to qualified persons in the North Carolina prisons as an aid in their rehabilitation.

The high school equivalency program is an aid to individuals who seek admission to college, who are qualifying for a job, a promotion, or training program requiring a high school diploma or its equivalent. Certificates currently are being awarded at the rate of 1300 per year. Approximately half of these are to applicants in the Armed Forces.

## TESTING

### Elementary

There is widespread use of scholastic ability or intelligence tests in North Carolina. Based on the four-year testing plans of 152 administrative units filed in 1959-60, the typical elementary student was tested slightly more than twice with a test of that type. Grade levels at which intelligence tests were administered was more often the third or fourth and seventh grades.

Standardized achievement batteries were administered an average of 4.5 times in grades one through eight. Grades preferred for this type of testing were eight, six, three, and five, in that order.

Purposes commonly reported for the administration of standardized achievement and intelligence tests in the elementary school were for progress reports of students, diagnostic purposes, improving the instructional program, grouping, guidance, and screening for exceptional student programs.

### Secondary

*Objectives of the National Defense Education Act Testing Plan (Title V (a) )*

- To provide such information about the aptitudes and abilities of secondary school students as may be needed by school personnel in counseling youth relative to education and career planning and progress.



- To provide information to other educational institutions relative to the educational potential of students seeking admission to such institutions.
- To provide information needed in planning curricular and instructional programs.

### *Types and Tests and Grades Tested*

During the four-year period closing with the 1960-61 school year, a pattern of testing was established by 147 local boards of education which provided for:

- The administration of as many as two mental ability tests to each student during the period of his secondary school enrollment.
- The administration of as many as two achievement batteries (or a combination of basic subject area tests) to each student during the period of his secondary school enrollment.

For the school year ending June 30, 1962, a total of 370,024 tests were administered to 238,397 secondary school students in grades 7-12, inclusive. Tests administered under the above National Defense Education Program accounted for the major portion of the total tests administered. Sixty per cent of all students enrolled in grades 7-12 were tested at least once during the 1960-61 school year. Tests approved for purchase under the NDEA are approved by a review committee each year.

## TEXTBOOKS

Textbooks used in the public schools are adopted by the State Board of Education.

All books submitted by publishers for a particular subject adoption are evaluated by a Textbook Commission appointed by the Governor upon recommendation of the State Superintendent and composed of teachers, principals, supervisors, and superintendents.

Textbooks are purchased and distributed by the Division of Textbooks of the Controller's Office to the county and city units. Basal books are furnished free for grades 1-8. Books used in the high schools, grades 9-12, are furnished under a rental plan. Supplementary readers for use in the elementary grades are also rented to the schools.

## INVENTORY OF BOOKS

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supple- mentary Readers	Elementary Library Books	H. S. Library Books
1939-40	5,050,532	1,016,135	505,186	5,736	.....
1944-45	5,096,135	1,767,157	835,460	263,130	141,384
1949-50	6,700,336	1,406,619	1,385,658	565,629	275,190
1954-55	8,384,982	1,567,090	2,162,974	784,766	362,954
1959-60	7,379,491	1,624,448	2,859,718	917,313	395,636
1960-61	7,024,184	1,704,697	3,072,751	948,717	406,048
1961-62	6,828,936	1,790,702	3,262,475	980,233	402,498

## EXPENDITURES FOR TEXTBOOKS

(This includes the cost of books, cost of rebinding and operating expenses)

1939-40	\$ 193,324.74	\$ 225,131.92	\$ 19,115.09	\$ 4,180.12	\$ .....
1944-45	221,243.01	993,404.58	69,049.18	40,209.02	87,237.78
1949-50	982,179.10	305,377.10	116,778.16	101,523.05	33,859.96
1954-55	1,110,043.19	514,829.77	213,850.15	286,230.46	169,133.35
1959-60	1,839,042.58	768,987.61	219,999.60	331,239.20	180,391.98
1960-61	2,178,286.76	821,802.20	241,881.61	337,856.16	210,341.78
1961-62*	1,179,518.94	1,274,588.74	315,541.54	511,181.13	244,852.27

\*Estimated

## SCHOOL LIBRARIES

A good school library makes important contributions to all phases of teaching and learning. School library services include:

- Providing a broad, varied collection of materials—including books, magazines, films, filmstrips, newspapers, pamphlets, recordings—selected to meet the needs of the curriculum and to provide for the individual needs and interests of boys and girls
- Helping students and teachers to locate and use these materials
- Providing space for reading, listening, viewing, and research work by class groups and individuals
- Teaching boys and girls the skills they need in order to use materials and libraries effectively
- Guiding students' independent reading and promoting lifetime habits of reading

In order to develop effective school library services, schools must make provisions for: (1) an abundance of well-selected printed and audiovisual materials, (2) qualified personnel in sufficient number, and (3) quarters to insure suitable space for varying needs.

## Library Materials

In 1961-62, the total number of library books owned by the public schools was 7,299,273 volumes, an increase of 533,901 volumes over the previous year. Number of volumes owned per pupil was 6.6+ volumes. National standards recommend an average of 10 or more books per pupil. A total of \$3,080,397.54, an average of \$2.78 per pupil, was spent for printed and audiovisual materials in 1961-1962. Increase in the State school library maintenance fund from 50¢ to \$1.00 per pupil and funds made available through the National Defense Education Act contributed a large portion of the expenditures for library books and audiovisual materials.

## Library Personnel

Since 1961 there has been a phenomenal increase in library personnel due to increased State support, accreditation standards, and an awareness of the need for librarians.

- *School librarians.* In 1961-1962 there were 938 school librarians employed in North Carolina public schools, an increase in personnel of 66 per cent over the preceding year. The 1961 General





Assembly appropriated funds to support special services school positions in addition to the regular State-allotted classroom teachers and administrators. Of the 1,700 new positions established, 474 were used to employ school librarians. Because of the critical shortage of qualified librarians, it was necessary to train many of the new librarians on the job. Television courses, in-service workshops, and expanded offerings on campus have provided many new training opportunities. This has resulted in renewed interest in recruitment. Even though many schools had librarians in 1961-62 for the first time, there are approximately 1,000 schools that operate their central libraries under the direction of a classroom teacher who has little time or training for the job.

- *School library supervisors.* In 1961-62, only 25 school administrative units, less than 15 per cent of the 173 administrative units, employed full-time library supervisors. Several other units employed personnel with part-time responsibility for supervising school library services within the administrative units. Where library supervisors are employed, the quality of library service has greatly improved.

- *Services of the Department of Public Instruction.* The staff of the school Library Services Section is concerned with helping local school units extend, expand, and strengthen school library service. Work of the supervisor and the four consultants include: visits to local administrative units to confer with staff, to conduct in-service workshops and surveys, and to assist with planning; participation on State and regional school evaluations; revision of standards; publication of bibliographies and other professional aids; evaluation of books and audiovisual materials; cooperation with other agencies concerned with books, libraries, and youth; and service to staff members of the Department of Public Instruction through the Instructional Materials Library.

### Library Quarters

Each public high school in North Carolina provides quarters for housing library materials, but the space is frequently inadequate. In 1961-62 about 70 per cent of the elementary schools had central libraries. Library quarters are included in new school plants and many of the newly constructed school plants provide space and facilities for effective utilization of the newer media.

#### SCHOOL LIBRARY PERSONNEL

Year	Librarians				Total	Supervisors	Total
	White		Negro				
	Elementary	High	Elementary	High			
1929-30	---				11		11
1934-35	-----				43		43
1939-40	-----				103		103
1944-45	19	72	9	21	121		121
1949-50	72	160	50	54	336		336
1954-55	117	141	51	58	367		367
1959-60	157	288	47	66	558		558
1960-61	150	283	48	77	558		558
1961-62	289	390	88	171	938	25	963

#### TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total Expenditures	Average Per Pupil
1929-30	\$ .....	\$ .....	\$ 128,441.55	\$ .32
1934-35	98,729.48	14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1949-50	714,446.18	162,425.32	876,871.50	1.08
1954-55	1,075,763.15	271,414.76	1,347,177.91	1.31
1959-60	1,662,174.64	393,938.22	2,056,112.86	1.92
1960-61	2,051,761.31	546,778.27	2,598,539.58	2.31
1961-62	2,418,157.24	662,240.30	3,080,397.54	2.78

## NUMBER AND CIRCULATION OF LIBRARY BOOKS

Year	Total Volumes	Volumes Per Pupil A.D.M.	Total Circulation	Average Per Pupil
1934-35	1,636,835	1.8	4,438,210	7.5
1939-40	2,163,183	2.5	8,257,486	12.24
1944-45	3,197,933	4.2	9,838,935	14.29
1949-50	3,985,289	4.89	12,135,788	14.88
1954-55	5,191,697	5.04	18,867,530	18.31
1959-60	6,409,323	5.98	25,272,967	22.85
1960-61	6,765,372	6.02	26,763,986	23.82
1961-62	7,299,273	6.60	29,673,250	26.83

## PRINTING AND PUBLICATIONS

Necessary forms and printed materials for use in the administration and operation of the public schools are printed and distributed by the State offices. Costs of such material are borne partly by the State and partly from receipts from sales.

The State Department of Public Instruction has from 1936 published the *North Carolina Public School Bulletin*, which is sent free to persons interested in public education. Curriculum bulletins, suggestive in nature and often done cooperatively by State Department personnel and educators in the field, are issued as needed.

## PUBLICATIONS PRINTED DURING 1960-62

Title	No. Copies
Child Accounting and School Attendance . . . . .	5,000
Directions for Using the North Carolina Cumulative Record	10,000
Educational Director, 1960-61 . . . . .	7,000
Biennial Report, Part I, 1958-60 . . . . .	3,000
Modern Foreign Languages . . . . .	5,000
Teaching About Communism . . . . .	5,000
Music—A Basic Program for the Classroom Teacher . . . . .	45,000
Course Selection and Career Planning . . . . .	6,000
Educational Directory, 1961-62 . . . . .	7,000
Opportunities in North Carolina Business Colleges . . . . .	3,000

## AUDIOVISUAL EDUCATION

The purpose of audiovisual supervision at State and local levels is to train teachers in the use of the newer media of communication for increased pupil achievement. Teaching materials and equipment are being made increasingly available in the schools of North Carolina. Good administrative practice insists on responsibility for them being assigned to a particular professional position.

## **Audiovisual Directors**

A supervisory person in each of sixty-six units among the one hundred seventy-three school administrative units in the State has been assigned the responsibility of directing the audiovisual program.

The newer media must be introduced to the teaching force. Therefore, a continuing program of in-service education must be provided to develop appreciation for effective use of the materials for maximum contribution to pupil achievement.

## **Regional Workshops**

Workshops on the dissemination of information about newer educational media were held in all of the audiovisual regions of the State. They were jointly sponsored by the Departments of Audiovisual Instruction and Association for Supervision and Curriculum Development of the National Education Association, and the State Department of Public Instruction in North Carolina. One hundred fifty audiovisual coordinators, one hundred fifty supervisors and audiovisual directors, and three hundred administrators attended the workshops. There was extensive follow-up by individual administrative units through the organization of similar workshops on unit levels.

## **Audiovisual Education: A Manual For Administrators**

The first audiovisual guide for the North Carolina public schools was published in 1962. It provides leadership for the greater use of newer media in the years to come through a discussion of functions and qualifications of the audiovisual director, the audiovisual building coordinator, responsibility for the audiovisual program, and the services of the administrative unit audiovisual center.

## **Audiovisual Centers**

Unit audiovisual centers are being established in North Carolina to help provide students with perceptual experiences for continuous learning.

In the unit audiovisual centers, the evaluation and selection of materials is coordinated; film is inspected and circulated; overhead transparencies are produced; magnetic tapes are recorded and duplicated; equipment is repaired; and workshops for teachers are conducted.

Film collections in the unit audiovisual centers have grown considerably since 1958, as the following table illustrates:

## MOTION PICTURE FILMS OWNED

Reporting date .....	Jan. 1956	Sept. 1962
Units reporting .....	93	163
Under 50 .....	16	69
50-99 .....	33	27
100 or more .....	44	67
100-199 .....	*	37
200-399 .....	*	15
400 or more .....	*	15

\*Data not available

Audiovisual materials and equipment information was obtained from each school concerning the amounts owned and the number of times the materials was used. The figures were then consolidated into the following State summary:

AUDIOVISUAL MATERIALS AND CIRCULATION				
	1960-1961		1961-1962	
	No. owned	No. times borrowed	No. owned	No. times borrowed
Disc Recordings	258,454	604,603	277,464	150,351
Tape recordings	6,729	9,839	11,755	29,286
Slide sets	14,303	10,165	20,204	3,693
Filmstrips	363,365	477,667	408,808	855,164
Education motion pictures	*	125,043	20,772	*

\*Figures not available.

An inventory of the audiovisual equipment owned by the public schools is presented for the school year, 1960-61. For comparative purposes, some equipment inventory figures are available for the school year, 1944-1945.

AUDIOVISUAL EQUIPMENT IN NORTH CAROLINA SCHOOLS			
Equipment	1944-45	1960-61	
1. Cameras, motion and still	*	823	
2. Equipment tables, mobile	*	3,893	
3. Dry mount press	*	328	
4. Filmstrip and 2" x 2" slide projectors	389	8,812	
5. Globes	*	14,978	
6. Maps, wall or tripod	*	65,545	
7. Motion picture projectors	830	3,879	
8. Opaque projectors	69	1,367	
9. Overhead projectors	*	313	
10. Overhead transparency printers	*	19	
11. Projection screen	*	8,521	
12. Radios	1,042	2,309	
13. Record players	*	16,109	
14. Slide projectors 3½" x 4"	299	759	
15. Sound system, school wide	*	1,090	
16. Tape recorders	*	2,649	
17. Television cameras	*	16	
18. Television receivers	*	1,313	

\*Figures not available



## EDUCATION BY TELEVISION

The North Carolina In-School Television Experiment was initiated in 1957 as a joint project of the participating school systems, the University of North Carolina and the Ford Foundation. The Experiment continued through 1961 under the administration of an Executive Committee, with details of the project being supervised by an executive director.

The North Carolina General Assembly first appropriated funds in 1959 to supplement the financial support given to the in-school television project by the Ford Foundation. In view of the degree of success achieved through the Experiment, the State Board of Education agreed that television education should be incorporated into the public school program of North Carolina. An office of Television Education was established within the Division of Instructional Services and an Advisory Committee on Educational Television was appointed to give counsel to the State Board of Education and the Department of Public Instruction in all areas of television education. The General Assembly appropriated funds in 1961 to finance certain areas of a State-wide program of television instruction. The school year 1961-62 was the first year in which the television education program operated under the supervision of the Department of Public Instruction.

A terminal grant from the Ford Foundation enabled the 1961-62 program to be continued at the same level as that carried out by the Experiment.

All television courses were produced in the studios of WUNC-TV, Channel 4, through a contractual arrangement between the State Board of Education and the Consolidated University of North Carolina. Lessons were 30 minutes in length, presented five days a week from 9:00-11:00 a.m. during the school year. The following commercially owned stations donated time for the simultaneous rebroadcast of one or more courses:

WECT (TV)—Wilmington, N. C.

WNCT (TV)—Greenville, N. C.

WITN (TV)—Washington, N. C.

WBTW (TV)—Florence, S. C.

WSOC-TV—Charlotte, N. C.

WSJS-TV—Winston-Salem, N. C.

WBTW (TV)—Charlotte, N. C.

WUTV (TV)—Charlotte, N. C.

Listed below is the number of classes for each television course.

<i>Subject</i>	<i>North Carolina Classes</i>	<i>Out-of- State Classes</i>	<i>Total</i>
United States History (11th grade)	184	24	208
Physical Science (9th grade)	170	21	191
World History (10th grade)	69	2	71
Mathematics (8th grade)	163	0	163
	<hr/>	<hr/>	<hr/>
Total	586	47	633

Since the average class size was about 50, there were nearly 30,000 students in North Carolina receiving television instruction in one of the four courses, in addition to some 2,400 out-of-State students.

### NATIONAL DEFENSE EDUCATION ACT

The National Defense Education Act was passed by Congress in 1958. That part of the Act concerned with the public schools is outlined under Titles III, V (A), and X. Under this Act, funds are allotted to the states on a matching basis, the Federal government reimbursing the states for one-half of the expenditures for approved projects, for a four-year program.

Title III provides for strengthening instruction in science, mathematics and modern foreign languages. Under this title funds are expended for the acquisition of equipment and minor remodeling.

Title V (A) provides for assistance in establishing and maintaining (a) a program for testing students in the public secondary schools in order to identify those with outstanding aptitudes and abilities and (b) a program of guidance and counseling in the public secondary schools. Under this title funds are expended for purchasing tests and test materials and for the payment of services for scoring tests; and for paying the salaries and necessary travel expense of guidance personnel and clerical assistance, and the purchase of supplies and office equipment necessary for carrying out the plan.

Title X provides for assistance (on State level) in (a) improving the collection, analysis, and reporting of statistical data supplied by local educational units, (b) the development of accounting and reporting manuals to serve as guides for local educational units, (c) the conduct of conferences and training for

personnel of local educational units and of periodic reviews and evaluation of the program for records and reports, (d) improving methods for obtaining educational data not collected by the State educational agency, or (3) expediting the processing and reporting of statistical data through installation of mechanical equipment. This program did not get under way until after June 30, 1960.

In the case of titles III and V (A), Federal funds were matched with local funds. In the case of title X, however, Federal funds are matched with State funds.

The following table shows expenditures for titles III and V (A) under which programs were operated:

TITLE III					
Year	Projects Approved	Units Participating	Source of Funds		Expenditures In The Units
			Federal	Local	
1958-59	—	—	\$ —	\$ —	\$ —
1959-60	1,529	154	1,517,113.08	1,517,113.08	3,034,226.16
1960-61	2,111	168	1,937,623.91	1,937,627.59	3,875,251.50
1961-62	2,047	169	1,847,374.57	1,847,375.78	3,694,750.35
Title V-(A)					
1958-59	149	149	\$ 164,042.74	\$ —	\$ 164,042.74
1959-60	162	137	266,146.74	266,140.74	532,281.48
1960-61	147	135	384,112.39	384,112.75	768,225.15
1961-62	147	143	413,379.09	553,707.69	967,086.78

## SCHOOL LUNCH PROGRAM

The school lunch program began operation in 1943-44. There were in 1961-62 a total of 1,817 schools operating lunchrooms on the Federal reimbursement program. In addition, there were about 115 schools which operated lunchrooms without Federal reimbursements.

Primary purposes of this program are to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate regular classroom teaching with activities in the lunchroom.

STATISTICS CONCERNING LUNCHROOMS (Federal Reimbursement Program)						
Year	1. No. Schools Operated			No. Served*	2. Lunches	
	White	Negro	Total		No. Free	Pct. Free
1943-44	479	70	549	10,953,780	**	**
1944-45	769	146	915	25,616,827	2,137,621	8.34
1949-50	1,141	281	1,422	47,879,054	3,436,543	7.18
1954-55	1,273	382	1,655	83,331,637	6,421,273	7.71
1959-60	1,391	396	1,787	97,300,579	6,068,990	6.24
1960-61	1,383	405	1,788	100,691,385	6,266,204	6.22
1961-62	1,394	423	1,817	105,984,359	6,143,892	5.78

\*Includes "Milk Only" luncheon to 1955-56.  
 \*\*Data not available.

## STATISTICS CONCERNING LUNCHROOMS

## (Federal Reimbursement Program)

## 3. Cash Income from Program

	Sale of Lunches	USDA Reimbursement	Other	Total
1943-44	\$	\$ 760,636.20	\$	\$ 760,636.20
1944-45	2,389,447.18	2,254,004.08	34,021.07	4,677,472.33
1949-50	7,940,674.55	2,876,998.41	546,855.32	11,364,528.28
1954-55	16,397,697.12	3,118,451.51	948,115.72	20,464,264.35
1959-60	23,518,379.61	3,846,242.17	1,302,543.41	28,667,165.19
1960-61	24,373,690.37	3,617,469.07	1,330,292.67	29,321,452.11
1961-62	26,353,527.91	3,613,913.37	1,551,556.93	31,518,998.21

## 4. Expenditures

	Food	Labor	Other	Total
1943-44	\$	\$	\$	\$
1944-45	3,078,514.64	1,115,036.64	348,926.68	4,542,477.96
1949-50	7,068,911.92	2,713,828.71	898,291.46	10,681,042.09
1954-55	14,027,435.85	4,659,436.29	1,828,472.62	20,515,344.76
1959-60	18,555,413.69	6,954,077.28	2,252,229.58	27,761,720.55
1960-61	19,401,514.06	7,484,914.30	2,395,226.52	29,284,654.88
1961-62	18,581,891.33	8,150,185.21	2,808,194.29	29,540,270.83



## TRANSPORTATION

The annual State appropriation for public schools includes an amount for the maintenance and operation of school buses in county units. Transportation is furnished to all children living beyond one and a half miles from the school which they attend.

County boards of education purchase all original buses from local funds. Replacement buses are purchased with State funds. A separate appropriation is made for the purchase of replacement buses. No State funds are provided for transportation in city units.

Most drivers are high school students who are paid at the rate of \$25.00 per school month.

### SCHOOL TRANSPORTATION

Year	Schools Served	No. of Vehicles	Pupils Trans-ported	% Enroll-ment Trans-ported	Cost of Operation*	Cost per Pupil	Daily Miles Traveled
1924-25	.....	1,909	69,295	8.6	\$ 994,611.69	\$14.35	40,667
1929-30	1,266	4,046	181,494	20.9	2,273,287.55	12.53	108,001
1934-35	1,208	4,014	256,775	28.8	1,936,985.82	7.54	131,435
1939-40	1,469	4,526	334,362	37.5	2,417,659.65	7.23	154,759
1944-45	1,367	4,852	300,904	37.0	3,600,159.04	11.96	155,567
1949-50	1,538	5,846	396,783	44.4	6,110,739.16	15.40	211,887
White	1,080	4,658	313,747	50.2	4,901,132.03	15.62	153,296
Negro	458	1,188	83,036	30.9	1,209,607.13	14.57	58,591
1954-55	1,649	7,293	469,844	47.0	7,538,432.30	16.04	262,132
White	1,111	5,354	346,109	49.0	5,602,990.38	16.19	175,882
Negro	538	1,939	123,735	42.1	1,935,441.92	15.64	86,250
1959-60	1,645	8,349	537,403	48.6	9,710,605.42	18.07	298,639
White	1,168	5,919	384,800	49.5	7,134,930.04	18.51	195,277
Negro	477	2,430	152,603	46.5	2,575,675.38	16.86	103,362
1960-61	1,637	8,386	550,171	49.0	9,937,744.87	18.06	306,886
White	1,152	5,998	391,760	49.6	7,294,304.70	18.46	197,300
Negro	485	2,358	158,411	47.4	2,643,440.17	17.06	109,586
1961-62†	1,632	8,412	563,484	49.4	10,437,389.39	18.54	314,711
White	1,150	6,021	399,340	49.9	7,619,294.36	19.08	202,460
Negro	482	2,391	164,077	48.2	2,818,095.03	17.18	112,251

†Cost estimated

\*Including replacements

## INSURANCE

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This division, which began operation July 1, 1949, provides a fire insurance program for the schools of North Carolina on an optional basis.

Engineers trained in fire safety make periodic inspections of all public school properties insured in the "Public School Insurance Fund."

As of June 30, 1962, 105 of the 173 administrative school units were provided with approximately \$355,000,000 of insurance.

PUBLIC SCHOOL INSURANCE FUND, 1949-50 TO 1961-62					
Year	Insurance in Force at June 30	Earned Premiums	Fire and Other Losses	Loss Ratio to Earned Premiums	Net Profit
1949-50	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	20.39%	\$ 85,479.21
1950-51	76,353,188.70	189,614.76	91,296.73	48.15	117,773.38
1951-52	115,490,287.74	274,365.96	40,666.81	14.82	249,050.10
1952-53	147,318,075.04	352,237.68	356,610.50	101.24	29,336.26
1953-54	171,254,967.17	414,163.73	238,082.00	57.48	222,236.16
1954-55	196,247,820.51	457,520.85	332,108.17	72.59	152,556.43
1955-56	221,509,929.32	490,636.88	186,289.62	37.97	339,897.36
1956-57	238,253,104.65	516,474.49	355,515.93	68.84	200,975.68
1957-58	258,606,937.00	538,765.44	206,269.47	38.29	362,299.46
1958-59	274,562,650.00	546,126.23	570,833.09	104.52	126,881.64
1959-60	286,203,100.00	550,303.67	118,275.30	21.49	460,828.13
1960-61	307,337,205.00	529,598.29	327,212.10	61.78	217,110.56
1961-62	354,903,845.00	521,740.84	127,933.83	24.50	389,730.85
Total		\$5,460,284.80	\$2,959,454.09	54.20%	\$2,961,623.40

## VOCATIONAL REHABILITATION

Vocational Rehabilitation is a public service designed to develop, preserve or restore the ability of disabled men and women to perform remunerative work. Each disabled person served receives the combination of services which meets his individual need. These services may include medical, surgical and psychiatric treatment; hospital care; artificial appliances; specialized training; living expenses and/or transportation during training; occupational tools, equipment and licenses; placement on the job; follow-up; and professional counseling during the entire rehabilitation process.

Persons with disabilities resulting from birth, disease, accident, or from emotional causes are served. These include arm and leg deformities, amputations, heart ailments, tuberculosis, hearing, speech and eye defects, and many other handicapping conditions. Any handicapped person sixteen years of age or older who can be reasonably expected to profit by rehabilitation services is eligible to apply for consideration.

The Caswell School Rehabilitation Center has proven to be an answer, in part, to the low level of accomplishment in the rehabilitation of the mentally retarded. From a low of 10 rehabilitated mental retardates in 1960, when the program was started, a total of 93 were rehabilitated in 1962. This is envisioned only as a beginning, with expansion contemplated at each

of the State institutions for the mentally ill as well as the retarded.

### GROWTH IN VOCATIONAL REHABILITATION SERVICES

#### No. Rehabilitated

Year	Total Rehab.	Total Case Services	With Physical Restoration	With Training	All Other Services
1921-22	18			7	11
1924-25	94			61	33
1929-30	72			54	18
1934-35	230			158	72
1939-40	486			374	112
1944-45	1,865		544	323	998
1949-50	2,625	8,272	3,027	1,096	4,149
1954-55	2,689	7,975	3,547	412	4,016
1959-60	4,821	17,219	5,178	847	11,194
1960-61	5,328	14,250	7,725	904	5,621
1961-62	5,647	14,408	7,900	924	5,584

### EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30	1,958.86	33,911.00	19,971.28	54,941.14	763.07
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1949-50	23,194.98	305,139.40	502,959.98	831,294.36	316.68
1954-55	33,963.35	369,681.78	618,200.00	1,021,845.13	380.00
1959-60	67,297.00	761,966.63	1,651,064.18	2,480,327.81	511.50
1960-61	72,874.12	827,840.75	1,952,816.37	2,853,531.24	536.00
1961-62	.....	879,673.69	1,981,133.27	2,860,806.96	507.00

## VI

# What Other Educational Institutions Are Operated in North Carolina?

### PUBLIC

#### Federal Schools

The federal government operates elementary or secondary schools at two military bases, Camp Lejeune and Fort Bragg, and one at the Cherokee Indian Reservation.

#### Special State-Supported Schools

Several State-supported institutions, established for certain specific purposes, also provide instructional programs. They are the following:

North Carolina School for the Deaf, Morganton  
State School for the Blind and Deaf, Raleigh  
Stonewall Jackson Training School, Concord  
State Home and Industrial School for Girls, Eagle Springs  
Morrison Training School, Hoffman  
Eastern Carolina Training School, Rocky Mount  
State Training School of Negro Girls, Kinston

The first two are operated under independent boards of trustees, whereas the latter five are under the general supervision of the State Board of Public Welfare.

#### Vocational Trade Schools

There was one public school in this classification in 1959-60, the Vocational Textile School at Belmont. This school operated under the direction of a special board of trustees and is closely supervised by the State Department of Public Instruction.

#### Colleges and Universities

The State supports twelve senior institutions of higher learning; five junior colleges are partially supported. The accompanying table shows the enrollment in these institutions as of October for each year indicated.



## ENROLLMENT IN NORTH CAROLINA COLLEGES, 1949-50 TO 1962-63

(As of October for Each Year)

## PUBLIC INSTITUTIONS

Institution	1949-50	1954-55	1959-60	1960-61	1961-62	1962-63
<b>1. Senior-White:</b>						
University	7,419	6,961	7,959	8,592	9,082	9,604
State College	4,660	4,280	6,117	6,510	7,117	7,234
Woman's College	2,190	2,340	2,641	2,922	3,139	3,575
Appalachian	1,260	1,452	2,264	2,467	2,897	3,101
East Carolina	1,659	2,363	4,045	4,599	5,263	5,662
Western Carolina	608	897	1,501	1,673	1,824	2,121
Pembroke	153	161	411	440	570	758
Total White	17,889	17,554	24,938	27,203	29,892	32,055
<b>Negro:</b>						
Agricultural & Technical	*2,832	2,122	2,006	1,913	2,553	2,851
N. C. C. at Durham	1,146	1,406	1,884	2,129	2,359	2,498
Elizabeth City	476	439	546	578	823	880
Fayetteville	538	626	575	743	943	1,045
Winston-Salem	463	796	912	1,017	1,078	1,213
Total Negro	*5,455	5,389	5,923	6,380	7,756	8,487
Total Sr. Public	23,344	22,943	30,861	33,583	37,648	40,542
<b>2. Junior-White:</b>						
Asheville-Biltmore	*287	308	398	371	442	469
Charlotte	*269	190	641	660	881	1,145
College of Albemarle	**	**	**	**	114	230
Wilmington	293	250	509	609	682	781
Off-Campus	135	**	**	**	**	**
Total White	*984	748	1,548	1,640	2,119	2,625
<b>Negro:</b>						
Carver	54	151	240	230	225	210
Wilmington	**	**	48	51	61	42
Off-Campus	31	25	**	**	**	**
Total Negro	85	176	288	281	289	252
Total Jr. Public	*1,069	924	1,836	1,921	2,408	2,877
TOTAL PUBLIC	24,413	23,867	32,697	35,504	40,056	43,419

\*Includes those not classified as regular college students.

\*\*Not operating.

## NON-PUBLIC

## Kindergarten

Although the law permits the establishment of public kindergartens, none have been provided. A large number of non-public schools are operated either privately or by church organizations. All such institutions, according to law, are subject to the supervision of the State Department of Public Instruction and standards adopted by the State Board of Education. A bulletin,

*School for Young Children*, containing these standards and other suggestions for the education of children prior to their enrollment in the first grade, is issued by the State Department of Public Instruction.

## Elementary Schools

A total of one hundred and nine non-public elementary schools, eighty-four white and twenty-five Negro, operated in 1961-62. Thirty-one of these were for first grade children only. Most of these schools were located in city administrative units.

## High Schools

During 1961-62 there were forty-six non-public schools, thirty-seven white and nine Negro, offering high school curricula. A majority of these were church-related. Twenty-nine of these schools were accredited by the State Department of Public Instruction; thirteen were accredited by the Southern Association of Schools and Colleges.

## Business Colleges and Trade Schools

There are forty-four private business colleges and six private trade schools licensed and approved to operate in North Carolina under provisions of the General Statutes. Forty-one of the business colleges enroll students belonging to the white race and three of the business colleges enroll students belonging to the Negro race. The six private trade schools enroll students belonging to the white race. The total enrollment in these schools is in excess of 5,000 students.

## Colleges and Universities

There are (in 1962-63) 41 classified private and church-related institutions of higher learning located in North Carolina, not including a seminary for graduate students, and three Bible colleges. Of these 41 institutions, 26 are senior grade and 15 junior. Thirty-five of the 41 are for white students and six for Negroes. The accompanying table shows the enrollment in these institutions as of October for the years indicated.

## ENROLLMENT IN NON-PUBLIC COLLEGES

(As of October of each year)

Institution	1949-50	1951-55	1959-60	1960-61	1961-62	1962-63
<b>1. Senior-White:</b>						
Atlantic Christian	502	496	1,219	1,126	1,195	1,289
Belmont Abbey	*	270	497	540	563	613
Black Mountain	48	16	**	**	**	**
Campbell	*	*	*	*	1,429	1,727
Catawba	766	539	767	848	940	953
Davidson	883	844	912	953	977	1,009
Duke U.	5,084	5,026	5,766	5,972	6,122	6,360
Elon	832	884	1,304	1,242	1,301	1,262
Flora MacDonald	223	281	381	420	**	**
Greensboro	351	354	489	535	566	592
Guilford	562	574	1,251	1,339	1,738	1,816
High Point	748	855	1,044	1,154	1,271	1,311
Lenoir Rhyne	792	882	965	964	990	1,023
Mars Hill	*	*	*	*	*	1,141
Meredith	538	619	706	740	777	880
Methodist	**	**	**	132	216	345
Montreat-Anderson	152	181	*	*	*	*
N. C. Wesleyan	**	**	**	87	233	324
Pfeiffer	*	*	717	855	884	873
Queens	377	434	631	634	732	845
Salem	323	336	443	466	505	302
St. Andrews	**	**	**	**	879	940
Wake Forest	2,172	1,704	2,505	2,603	2,869	2,915
Total White	14,353	14,295	19,597	20,610	24,187	26,720
—Negro:						
Barber Scotia	156	185	222	240	279	310
Bennett	482	450	490	542	592	578
Johnson C. Smith						
University	697	634	810	809	921	1,027
Livingstone	351	388	561	586	641	692
Shaw University	802	521	572	561	568	635
St. Augustines	453	449	473	485	642	732
Total Negro	2,941	2,627	3,128	3,223	3,643	3,974
Total Sr. Non-Public	17,294	16,922	22,725	23,833	27,830	30,694
<b>2. Junior-White:</b>						
Belmont Abbey	159	***	***	***	***	***
Brevard	405	219	411	381	388	419
Campbell	362	452	914	938	***	***
Chowan	127	301	458	585	701	773
Gardner-Webb	430	356	533	579	600	604
Lees-McRae	254	316	327	295	379	403
Louisburg	214	202	440	497	552	560
Mars Hill	910	862	1,056	1,056	1,058	***
Mitchell	272	117	183	279	360	443
Montreat-Anderson	***	***	108	115	245	247
Mount Olive Junior	**	**	117	104	153	170
Oak Ridge Military	79	54	57	65	68	75
Peace	230	212	266	209	253	325
Pfeiffer	289	350	***	***	***	***
Pineland-E. M. I.	65	146	54	61	84	73
Presbyterian	165	93	259	295	**	**
Sacred Heart Junior	51	174	178	166	188	218
St. Genevieve	80	82	**	**	51	**
St. Mary's Junior	215	203	256	259	262	283
Warren Wilson	82	143	224	238	263	277
Wingate	224	253	796	779	884	1,012
Total White	4,613	4,535	6,637	6,901	6,438	5,882
Negro:						
Immanuel Lutheran	49	34	30	28	**	**
Total Jr. Non-Public	4,662	4,569	6,667	6,929	6,438	5,882
<b>3. Bible (Theological):</b>						
Southeastern Baptist	†	376	734	698	658	595
John Wesley	†	†	28	28	29	25
Piedmont Bible	†	164	142	153	119	111
Southern Pilgrim	†	69	29	38	41	48
Total Bible	†	609	933	917	877	809
<b>TOTAL</b>						
NON-PUBLIC	21,956	22,100	30,325	31,679	35,145	37,385

\*Junior college this year. \*\*Not operating. \*\*\*Senior college this year.

†Data not available.

## VII

# What are the Recommendations for Improving the Public Schools?

One of the administrative duties of the State Superintendent of Public Instruction, as defined in Chapter 115 of the General Statutes, is "to report biennially to the Governor" such information and statistics as would reflect the status of the public schools and to submit "recommendations for their improvement." Statistical and descriptive data on school operations in North Carolina have been presented in the preceding sections of this Report; this section, therefore, constitutes the State Superintendent's analysis of these data and the State Superintendent's recommendations to the Governor, the General Assembly, and the citizens of the State for the further improvement of the public schools.

## A DECADE OF PROGRESS

### A Summary of Significant Aspects of Educational Change:

### A Preface to the Recommendations for the 1963-65 Biennium.

The statistical inventory of social and economic characteristics of the population as presented by the Bureau of Census for 1960 contains implications of profound significance for those of us charged with the responsibilities for educational planning.

Of particular interest to the educator are the data regarding the years of school completed by persons 25 years old and over. In 1960, the median school years completed for the State of North Carolina was 8.9, as compared with 7.9 in 1950, and 7.3 in 1940. To be sure, we can congratulate ourselves on the progress made during this twenty-year period. We can observe that the end product of this progress is that we are now a State of ninth graders—almost—instead of a State of seventh graders as was true twenty years ago. But, is this progress enough? Is it not evidence that we, the people of North Carolina, have fallen far short of achieving our full educational potential, especially when we see that in this measure of educational attainment we are in a tie-position with Arkansas and Mississippi, and when we see that we are below such states as Georgia, Alabama, Virginia, Florida, Hawaii and Alaska?

Perhaps the most demanding facet of the entire problem is revealed when the data regarding median educational status are analyzed by county. In 1960, the range between low and high in median educational attainment was 7.2 to 11.6, as compared with a range of 6.6 to 10.3 in 1950. When the State's one hundred counties are arranged in order of median educational attainment, we find that seventy-six of the 100 counties, representing 127 of the 173 school administrative units within the State, are below the State's median of 8.9 years.

What factors should we study as we plan improved programs for the future? One very significant item revealed in the 1960 census is a breakdown of school enrollment by age groups. The total children 7 to 13 years of age in North Carolina in 1960 was 702,519. Of this number, 681,730 or 97 per cent were enrolled in school. In the 14-15 age group, the total population was 168,488 and the school enrollment was 154,272 or 91.6 per cent. In the two groups combined, both falling within the limits of North Carolina's compulsory attendance law, we find 35,005 children, according to the Census Bureau's estimates, who were not enrolled in school in 1960. The conclusion is inescapable that the attendance law is not always an adequate safeguard of the child's educational birthright under existing enforcement methods and procedures.

The 1960 Census data give us reason for both shame and pride. A distribution table utilizing the number of persons 25 years old and over falling into each educational category reveals the startling fact that in 1960 North Carolina had 70,828 persons (3.1% of the total group 25 years and older) who had never completed even one year of school. Another 309,226 (13.4%) had completed from 1 to 4 years of schooling, whereas an additional 317,379 (13.8%) had completed 5 or 6 years. These figures indicate that the staggering total of 697,432 North Carolinians (30.3% of the total 25 years and older) are either functionally illiterate or perilously near to functional illiteracy. Appalling as this statement may sound, and granted that it relates primarily to older people, the record nevertheless behooves us to examine it from every angle and to search for a remedy rather than for an excuse. What existed in 1940, 1950, and 1960 is now beyond our power to change; but much of what will exist when the 1970 census is made is still largely in our hands today!

Through the years, the people of this State have been aware of their responsibilities and their opportunities; and through the years, they have labored diligently in their aspirations for the

youth of our State. With full appreciation for all the progress which has been made through the decades, but in the conviction that progress is dependent upon an honest appraisal of the status, it is apparent that the immediate implementation of the concept of universal education is urgent if the children of this State are to attain the education which they need today and shall need as participants in a thriving, virile, and highly competitive tomorrow.

Upon taking office in 1902, State Superintendent J. Y. Joyner deplored poor school attendance and advocated improvement by what he termed the "attraction and persuasion" method. This method gave way four years later to an effort to obtain Statewide compulsory school attendance legislation. Finally, on the 12th day of March, 1913, the General Assembly enacted the first Statewide compulsory school attendance law. Presumably, therefore, every mentally-able person who has grown to maturity in our State in the last 49 years should possess at least an elementary school education. Would that this were true! Because it is not true, it is recommended that the General Assembly take the necessary steps to implement the concept, the philosophy, the claim of universal education by providing at State and/or local expense the services of competent attendance counselors in every school administrative unit in this State.

The public schools of the State as described by objective statistical data were entirely different in 1961-62 from what they were in 1950-51.

In the accompanying table, entitled "A Decade of Progress," four groups of statistical information are presented:

- A. Population and Enrollment
- B. Organization
- C. Curriculum
- D. Finance

Under each of these heads, data are shown for the school years 1950-61, 1960-61, and 1961-62, together with the per cent of change during this period.

## A DECADE OF PROGRESS

Items	1950-1951	1960-1961	1961-1962	11-Year Number	Change %
A. Population and Enrollment					
1. Total population of State	(1950)	(1960)	—	(10-year)	
All Ages	4,061,929	4,556,155	—	494,226	12.2
White	3,014,576	3,440,134	—	425,558	14.1
Negro	1,047,353	1,116,021	—	68,668	6.6
2. School enrollment	909,777	1,123,829	1,141,574	231,797	25.5
White	636,505	789,629	800,281	163,776	25.7
Negro	273,272	334,200	341,293	68,021	24.9
Elementary schools	719,885	857,370	855,700	135,815	18.9
White	494,258	592,942	588,588	94,330	19.2
Negro	225,597	264,428	267,112	41,515	18.4
High schools	189,922	266,459	285,874	95,952	50.5
White	142,247	196,687	211,693	69,446	48.8
Negro	47,675	69,772	74,181	26,506	55.6
3. First grade enrollment	109,983	117,158	116,653	6,670	6.1
White	70,317	77,752	77,846	7,529	10.7
Negro	39,666	39,406	38,807	— 859	-2.2
4. Seventh grade enrollment	77,118	104,629	102,512	25,394	32.9
White	55,227	74,929	72,232	17,005	30.8
Negro	21,891	29,700	30,280	8,389	38.3
5. Per cent of first grade (A.D.A.)					
completing 8th grade	58.0%	72.0%	76.2%	18.2%	31.4
completing 12th grade	24.9%	48.7%	49.8%	24.9%	100.0
6. Per cent of 8th grade (A.D.A.)					
completing 12th grade	55.0%	63.9%	64.4%	9.4%	17.1
B. Organization					
1. Number elementary schools	2,697	1,996	1,977	— 720	-26.7
White	1,436	1,395	1,384	— 52	-3.6
Negro	1,261	601	593	— 668	-53.0
2. Number pupils per elementary school	267	430	433	166	62.2
White	344	425	425	81	23.5
Negro	179	440	450	271	151.4
3. Number high schools	957	888	870	— 87	-9.1
White	721	638	618	— 103	-14.3
Negro	236	250	252	16	6.8
4. Number pupils per high school	198	300	329	131	66.2
White	197	308	343	146	74.1
Negro	202	279	294	92	45.5
5. Per cent of high schools					
having 12 or more teachers	16.8%	41.6%	43.7%	26.9%	160.1
6. Number high school graduates	30,812	50,187	48,068	17,256	56.0
White	24,288	38,676	36,753	12,465	51.3
Negro	6,524	11,511	11,315	4,791	73.4
7. Number high schools having 12th grade	917	794	777	— 140	-15.3
White	694	561	542	— 152	-21.9
Negro	223	233	235	12	5.4
8. Average number high school graduates per school					
having 12th grade	34	63	62	28	82.1
White	35	69	68	33	94.3
Negro	28	49	18	20	71.4
9. Number high schools having 100 graduates	71	123	135	64	90.1
White	57	104	118	61	107.0
Negro	14	19	17	3	21.4
10. Per cent high school graduates continuing their education	43.8%	50.9%	52.2%	8.4%	19.2
White	44.6%	54.4%	55.5%	10.9%	24.4
Negro	41.2%	39.0%	41.3%	.1%	.2
11. Pupils transported	410,692	550,171	563,481	152,792	37.2
White	317,972	393,922	399,407	81,435	25.6
Negro	92,720	156,249	164,077	71,357	77.0

Items	1950-1951	1960-1961	1961-1962	11-Year Number	Change %
12. Transportation costs per pupil per year .....	\$15.79	\$16.57	\$17.31	\$1.52	9.6
13. Students served through lunchrooms (average daily) .....	310,197	565,682	595,416	285,219	91.9
C. Curriculum					
1. Instructional personnel ..	30,025	40,060	42,221	12,196	40.6
White .....	21,790	28,965	30,518	8,728	40.0
Negro .....	8,235	11,095	11,703	3,468	42.1
Per cent of total, Class "G" .....	7.4%	16.5%	18.4%	11.0%	148.6
Per cent of total, less than "A" .....	8.6%	4.6%	4.3%	-4.3%	-50.0
Per cent of total, Class "A" .....	84.0%	78.9%	77.3%	-6.7%	-8.0
Number paid from State funds .....	27,794	36,297	38,406	10,612	38.2
Number paid from local funds .....	1,037	2,302	2,179	1,142	110.1
Number paid from vocational funds ..	1,194	1,461	1,636	442	37.0
2. Staff-teacher ratio (A.D.A.) ..	27.1 to 1	25.6 to 1	24.5 to 1	2.6 to 1	-9.6
3. Personnel in special areas:					
Special education .....	77	207	372	295	383.1
Talented .....	—	30	30	30	—
Librarians .....	234	588	963	729	311.5
Counselors .....	111	455	514	403	363.1
4. Circulation of library books .....	13,134,987	26,763,986	29,673,250	16,538,263	125.9
D. Finance					
1. Percentage of State General Fund appropriations going to public schools .....	61.5%	61.6%	59.1%	-2.4%	-3.9
2. Current expense .....	\$125,034,019	\$233,731,268	\$285,300,859	\$160,266,840	128.2
State funds .....	95,276,063	179,747,464	227,335,129	132,059,066	138.6
Local funds .....	18,329,551	43,923,830	47,493,150	29,163,599	159.1
Federal funds .....	11,428,405	10,059,974	10,472,580	-958,825	-8.4
Per pupil (A.D.A.) ..	153.21	228.04	275.12	121.91	79.6
State .....	116.75	175.37	219.22	102.47	87.8
Local .....	22.46	42.85	45.80	23.34	103.9
Federal ..	14.01	9.82	10.10	-3.91	-27.9
3. State Funds for salaries (average annual):					
Teachers .....	\$2,758.70	\$3,992.13	\$4,649.84	\$1,891.14	68.6
Principals .....	4,147.18	6,185.13	7,174.49	3,027.31	73.0
Superintendents ..	5,911.48	8,701.53	10,752.31	4,840.83	81.9
4. Appraised value of school property .....	\$282,558,115	\$756,862,521	\$829,685,500	\$547,127,385	193.6
White .....	235,852,975	588,466,723	647,905,892	412,052,917	174.7
Negro .....	46,705,140	168,395,798	181,779,608	135,074,468	289.2
Per pupil enrolled ..	310.58	673.47	726.79	416.21	134.0
White ..	370.54	745.24	809.60	439.06	118.5
Negro ..	170.91	506.87	532.62	361.71	211.6

## THE "B" BUDGET REQUESTS FOR 1963-65

### A Summary of the Recommendations and Requests Submitted to the Advisory Budget Commission and Being Requested of the 1963 General Assembly.

The record of progress revealed in the table above is truly remarkable, but North Carolina has not yet achieved its educa-



tional potential. There are still too many children out of school. There are still too many small schools with a restricted curriculum. There are still too many children leaving school before graduating. There are still too many high school graduates who cannot or do not continue their education. There are still too many teachers with too many children in their classes. There are still too many superintendents and principals with too little time to devote to educational planning and instructional improvement. There are still too few librarians and counselors and supervisory personnel. There are still too many children and too many schools without adequate books, instructional supplies, and classroom equipment. These inadequacies are the opportunities which have been translated into a "B" Budget.

This Budget represents thoughtfully analyzed projections and carefully constructed decisions. These requests are motivated by what the State Board of Education and the State Superintendent believe to be their obligations to the children of the State and their parents; by what they believe to be the essential elements of educational opportunity; and, finally, by what they believe to be a timely response to public sentiment in behalf of both more and better education.

#### DETAILED DESCRIPTION OF "B" BUDGET REQUESTS FOR BIENNIUM 1963-65

##### I. Secure and hold better qualified teachers and principals

A. Raise teachers' salaries by \$15 per month the first year and an additional \$10 per month the second year of the biennium as a step in a long-term plan of salary increases to make N. C. salaries competitive with national averages. (1961-62, N. C. average \$4877, national average \$5527).	\$15,420,097
B. Provide up to 5 days sick leave per year for teachers, and cumulative as is now provided for other state employees.	2,623,260
C. Adjust and provide approximately 4% increase in principals' salaries and adjust the length of term by size and type of school.	1,787,288
D. Provide additional scholarships for students preparing to teach (150 first year and an additional 150 the second year).	157,500
Total	\$19,988,145

##### II. Provide improved classroom teaching conditions so that students will have a better chance to learn

A. Allot teachers each spring on the basis of students who will be in the school the following year rather than the enrollment the current year.	\$ 4,769,376
B. Change the allotment formula of additional teachers to reduce class size, provide librarians, guidance counselors, special education teachers, teachers of the gifted, and teachers to relieve principals of teaching duties, from 1 for 20 to 1 for 15 regularly allotted teachers.	5,360,567
C. Change the fall allotment for rapidly growing schools from 32 to 31 pupils in average daily attendance.	2,466,302
D. Provide additional vocational teachers in the JEC's and provide additional home economics, trades and industry, and distributive education teachers in high schools.	3,784,396

**DETAILED DESCRIPTION OF "B" BUDGET REQUESTS FOR BIENNIUM 1963-65**

E. Provide additional special allotment teachers for mentally retarded students (100 the first year and an additional 100 for the second year).	1,407,042
F. Provide additional special allotment teachers for exceptionally talented students (158 the first year and an additional 15 the second year).	1,555,362
G. Provide teachers for children who are kept in the home or a hospital because of illness or handicaps.	100,000
H. Increase the state appropriation for trainable, mentally handicapped children.	145,782
I. Provide 150 attendance counselors to help solve the absentee and drop out problem.	1,409,428
<b>Total</b>	<b>\$20,998,255</b>

**III. Provide professional help for teachers**

A. Provide 61 additional supervisors.	\$ 791,667
B. Provide the same salary increases for supervisors as for teachers (\$15 and \$25).	141,200
C. Extend the in-service education program for teachers to training in the teaching of reading on which all academic instruction depends.	200,000
<b>Total</b>	<b>\$ 1,132,867</b>

**IV. Give teachers and students the tools they need**

A. Provide a subsidy of \$4 per high school student in order to get up-to-date textbooks into the hands of students without adding to the fees charged.	\$ 2,439,244
B. Provide funds to buy films to be used in instruction (25¢ per pupil in A.D.A.T.).	571,590
C. Provide for equipment needed for new IEC's.	2,000,000
<b>Total</b>	<b>\$ 5,010,834</b>

**V. Improve special services for the handicapped**

A. Increase state aid for vocational rehabilitation, \$150,000 of which is to make up for free college tuition not now provided.	\$ 324,783
<b>Total</b>	<b>\$ 324,783</b>

**VI. Improve local education leadership**

A. Provide 48 assistant superintendents in the larger school units.	\$ 855,360
B. Increase school clerical salaries by 5%.	80,750
<b>Total</b>	<b>\$ 936,110</b>

**VII. Improve State educational leadership under the State Board of Education**

A. Improve fiscal services in the Controller's office.	\$ 240,937
B. Improve State services in vocational education.	345,047
C. Improve administration of vocational rehabilitation.	19,072
D. Expand State level services in education by television.	43,912
E. Improve State level services to local school units in school planning.	109,272
F. Extend State services in administering the National Defense Education program.	73,959
G. Expand State services in the exceptionally talented child program.	116,124
<b>Total</b>	<b>\$ 948,323</b>

**VIII. Increase state financial help to local school units in school plant operation and transportation**

A. Provide 173 additional janitors and maids.	\$ 294,222
B. Increase funds for operation of plant.	1,186,290
C. Increase bus drivers' salaries by \$2.50 per month to make this \$30.00 per month.	409,738
<b>Total</b>	<b>\$ 1,890,250</b>

**GRAND TOTAL** ..... \$51,229,567

## SOME CONTINUING OPPORTUNITIES FOR IMPROVING PUBLIC EDUCATION

Unlimited opportunities for improving public education in North Carolina await those who would remain firm in their commitment to excellence. The eradication of ignorance is no sport for the short-winded; on the contrary, it is a process and a task as endless as human nature itself. In the interest of continuity and consistency in educational planning, the following recommendations are submitted as a challenge to which we should continue to respond with intelligence and diligence:

1. To consolidate schools and to merge school administrative units.
2. To construct school facilities of such type and design as will best accommodate comprehensive educational programs.
3. To expand and extend school transportation services for children attending both rural and urban schools.
4. To protect investments in school facilities by increasing personnel and funds for maintenance and operation.
5. To broaden the scope of educational opportunity in North Carolina by providing:
  - a. Summer school education
  - b. Kindergarten education
  - c. Adult education
6. To study and strengthen the scope, sequence, and content of vocational education at both the high school and post high school levels, with particular emphasis on the program in the senior high school.
7. To study teacher education as it relates to the cultivation of the competencies needed in our contemporary culture.
8. To study teacher performance and devise some acceptable methods for identifying and rewarding superior service.
9. To strengthen State-level services to local schools through the employment of additional consultants in the State Department of Public Instruction.
10. To strengthen the qualifications for membership on boards of education and school committees.

11. To strengthen instruction at all levels by:
  - a. Identifying and recognizing the varying abilities of children through testing and guidance
  - b. Planning a curriculum compatible with varying potentialities of youth, and by establishing programs that challenge those potentialities
  - c. Organizing the school curriculum and schedule in such manner as to accord priority to the teaching-learning process
  - d. Increasing expenditures for basal and supplementary textbooks, for library books, and for instructional materials and equipment
  - e. Experimenting with the newer methods and media of instruction
  - f. Intensifying in-service education of all personnel—teachers, administrators, supervisors, and service personnel
  - g. Evaluating the school and seeking accreditation by the State and by the Southern Association of Schools and Colleges.
12. To study and appraise plans for financing public education, with particular consideration being given to those patterns of finance which involve State, federal, and local governmental agencies in a joint relationship, with each of the three levels of government assuming a proportionate share of the cost based on need, effort, ability, and performance.











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